DOCUMENT RESUME

ED 370 721 RC 019 109

AUTHOR Rademacher, Craig, Ed.; Watters, Ron, Ed.
TITLE Proceedings of the 1991 International Conference on Outdoor Recreation (October 17-19, 1991, Moscow, Idaho).
INSTITUTION Idaho State Univ., Pocatello.
REPORT NO ISBN-0-937834-50-5
PUB DATE 92
NOTE 155p.; For selected individual papers, see RC 019 110-113.
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Adventure Education; Conservation (Environment); Disabilities; Equipment; *Experiential Learning; Group Dynamics; Higher Education; Leadership; Legal Responsibility; Outdoor Activities; *Outdoor Education; Program Administration; *Program Development; Safety
IDENTIFIERS Outdoor Leadership; *Outdoor Recreation

ABSTRACT

This proceedings includes 16 papers presented at the 1991 International Conference on Outdoor Recreation (Moscow, Idaho). The papers are: (1) "Special Populations Outdoor Pursuits: Tapping the Ability in Disability" (Allen Adler); (2) "An Investigation of the Ecological and Social Impacts Caused by Rock Climbers" (Aram Attarian); (3) "Why Johnny Can't Cooperate: Cognitive Development and the Concept of 'Adequateness'" (Jim Fullerton and Sue Wells); (4) "An Experiential Model for Teaching Skills" (Steven P. Guthrie); (5) "An Examination of the Safety Review" (John R. Kascenska); (6) "Building Community To Strengthen, Grow, and Revitalize Your Outdoor Program" (Steve Leonoudakis); (7) "Developing a College Outing Program" (Roland McNutt); (8) "An Overview of North American Experience-Based Training and Development" (Todd Miner); (9) "Experience-Based Training and Development: Getting Started" (Todd Miner); (10) "Outdoor Recreation Liability: Preparing for the Threat" (James H. Moss); (11) "Paperwork: It Destroys Trees, It Takes Up Space and Maybe Necessary To Prevent Lawsuits" (James H. Moss); (12) "Kayak Teaching Techniques" (Dana Olson-Elle); (13) "A New Theory for Outdoor Leadership" (Simon Priest); (14) "Competition Climbing: An Overview of the History and Organization of Rock Climbing Competitions" (Scott Tyson); (15) "Some Observations on the Management of Outdoor Programs" (Ron Watters); and (16) "The Top Rental Items for University Outdoor Programs and Effective Buying Techniques" (David J. Webb). Also included are the conference schedule, biographical information on presenters, listings of conference participants and steering committee members, and an income/expense statement for the conference. (LP)

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Proceedings of the 1991 International Conference on Outdoor Recreation

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Proceedings of the 1991 International Conference on Outdoor Recreation

Edited By
Craig Rademacher
Ron Watters

Idaho State University Press / 1991 International Conference on Outdoor Recreation Steering Committee, Publishers

Pocatello, Idaho
1992

RC 0191 09

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ISBN # 0-937834-50-5

Idaho State University Press / 1991 International Conference on Outdoor Recreation Steering Committee, Box 8118, Idaho State University, Pocatello, Idaho 83209

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Typesetting by Debbie DelDebbio, Kathy Smith and Ron Watters
Cover Design by Jolynn Howell
Printing by Idaho State University Graphic Arts and Print Media Services

Introduction and Editorial Commentary

The 1991 International Conference on Outdoor Recreation was another fruitful exchange of ideas among members of the outdoor recreation profession. In keeping with the aims of the original conference, this compendium of papers is a way to share information with those who could not attend, and it provides a written record for those who did. The event, held in Moscow at the University of Idaho, represented a departure from previous conferences. Instead of following the usual biennial schedule, the conference came only one year after the previous gathering in Boone, North Carolina.

What took place in Moscow was typical of the sort of energizing experience that these conferences provide. Special presentations included an address by Dr. John Miles, Dean of the Huxley College of Environmental Studies. Miles choice as a key note speaker was appropriate since Miles was one of the pioneers of the Common Adventure form of outdoor programming and was an important voice at the first National Outdoor Recreation Conference in Bozeman. Evening programs also included Jon Waterman who showed an absorbing film on his 1990 dog sled/climbing expedition. Waterman's modern expedition was juxtaposed with clips from the remarkable 1925 film of the first ascent party. Gary Grimm and Katy Flanagan of Mountain Visions, also guest speakers at the Bozeman Conference, presented some of the best of their multi-projector slide shows.

The informational session schedule was full—sometimes it was necessary to hold as many as four programs concurrently to fit in the schedule. Many of those sessions are represented here in the *Proceedings*. It was apparent at the conference that researchers in the field have been busy. Simon Priest, of course, is one of those. In his paper, Priest discusses a new theory of outdoor leadership in which the style of leadership depends upon three key variables. Jim Fullerton reports on a research study of a group that participated in a Project Adventure-style challenge course. The results have implications for anyone who works with groups. Aram Attarian presented his investigations on the environmental and social impacts caused by rock climbers. Todd Miner has been busy researching an area which is a new source of jobs in the outdoor recreation field: experience-based training and development. Roland McNutt, who after an extensive literature review and a survey of California programs, has developed a logical step by step plan to develop an outdoor program.

Legal issues, as in the past, remained a hot topic. A new face at the conference, attorney and previous rock climbing instructor, James Moss fit easily into the informal conference environment. His two sessions on the importance of paperwork and an overview of outdoor law are represented in the *Proceedings*. To avoid spending time in the offices of Moss's brethren, John Kascenska recommends and tells how to conduct an objective safety review of programs. Allen Adler of University of Lethbridge reminds us all of the importance of including people with disabilities in programs. He also summarizes the foundations and workings of Special Populations Outdoor Pursuits.

Practitioners in the field were also well represented in the informational session schedule, and they delivered a plate full of tasty entrees for colleagues. Steven Guthrie synthesizes research on motor skill learning and summarizes a method of teaching which is beautiful in simplicity and astonishing in ease of learning. Steve Leonoudakis who can always be counted on for innovative ideas, discusses ways of building community to revitalize outdoor programs. In one of the most practical papers in the *Proceedings*, Dave Webb explains the ins and out of equipment buying, and how programs can save considerable sums of money by advance planning. Ron Watters passes on some ideas concerning the management of outdoor programs. Scott Tyson who originated one of the Northwest's oldest sport climbing events provides a helpful and detailed look at organizing a climbing competition. A familiar face at the conference and one of the important woman contributors in the field, Dana Olson shares an outline of a kayaking teaching progression that she has developed over the past ten years.

Perhaps the only conference program of questionable value was by Diana Garretson, who represented Manuel Lujan, the U.S. Secretary of Interior. Ms. Garretson who talked about the Secretary's Outdoor Initiative, knew little of the topic she presented and even less of the audience to whom she was presenting. It is not surprising that little since has been heard of the Initiative.

It also important to note that a name change occurred. Depending how one looks at it, this conference was first International Conference on Outdoor Recreation—or, at least, it was the first time that term "International" was used. Overall in the scheme of things, this was the fifth conference since event's beginnings in 1984. Previously, the conference had been called a "National" Conference, but attendees at the conference recognized that Canadian professionals had always been a key part of these events since the beginning, and the term International was an appropriate change.

Acknowledgements

In addition to my general comments, above, I wish to thank Kathy Smith and Debbie DelDebbio for their computer work. Thanks also go to Jolynn Howell for her work on the front cover, and to the staff of the Idaho State Outdoor Program who were kind enough to excuse my choleric disposition during the final weeks of editing and layout of the *Proceedings*.

Ron Watters,
Idaho State University

Special thanks need to be given to a number of people involved in the development of these proceedings. Without these strong individual efforts the *Proceedings* would not exist. First, each author should be recognized for making the effort to share their unique ideas and interests so that conference members could benefit. Secondly, I would like to thank Ron Watters and his staff at Idaho State University for working out the details and rough spots of the *Proceedings*. Lastly, I would like to thank the Department of Physical Education, Health Education and Leisure Services staff at Central Washington University for their patience and steady work on this project.

Craig Rademacher
Central Washington University

Table of Contents

Special Populations Outdoor Pursuits: Tapping the Ability in Disability 1
Allen Adler

An Investigation of the Ecological and Social Impacts Caused by Rock Climbers 7
Aram Attarian

Why Johnny Can't Cooperate: Cognitive Development and the Concept of "Adequateness" 17
Jim Fullerton and Sue Wells

An Experiential Model For Teaching Skills 31
Steven Guthrie

An Examination of the Safety Review 35
John R. Kascenska

Building Community to Strengthen, Grow, and Revitalize Your Outdoor Program 41
Steve Leonoudakis

Developing a College Outing Program 49
Roland McNutt

An Overview of North American Experience-based Training and Development 61
Todd Miner

Experience-based Training and Development: Getting Started 67
Todd Miner

Outdoor Recreation Liability: Preparing for the Threat 75
James H. Moss

Paperwork: It Destroys Trees, Takes Up Space and Maybe Necessary to Prevent Lawsuits 81
James H. Moss

Kayak Teaching Techniques 89
Dana Olson-Elle

A New Theory For Outdoor Leadership 101
Simon Priest

Competition Climbing: An Overview of the History and Organization of Rock Climbing Competitions 107
Scott Tyson

Some Observations on the Management of Outdoor Programs 115
Ron Watters

The Top Rental Items For University Outdoor Programs and Effective Buying Techniques 121
David J. Webb

Conference Schedule 131

Biographic Information on Presenters 137

Conference Steering Committee Members 141

Income/Expense Statement for Conference 142

Participant List 143

Special Populations Outdoor Pursuits: Tapping The Ability In Disability

Allen Adler
University of Lethbridge

Abstract—Participation in outdoor pursuits by people with disabilities does not mean sitting on the sidelines and watching—it means being involved, accepting challenges, making decisions, and taking risks. Through outdoor activity experiences come feelings of worth, dignity and enhancement of one's quality of life.

Introduction

The outdoors is a wellspring of the human spirit. The onus is on each generation to ensure that others are inspired by the power and elemental freedom of the outdoors; that the opportunity to participate in the challenges of discovery and personal involvement are always awaiting; and that fulfillment is found in the outdoors' endless opportunities for physical, emotional, and spiritual renewal.

Individuals go outdoors for many reasons, the most common being for excitement, to experience nature, to have fun with family and friends, to keep physically fit, to fish and hunt, and to get away from other people. We stimulate, calm, refresh, and renew ourselves in the outdoors. It is a rare individual who does not engage in some form of recreation outdoors.

In an ever increasing technological and stressful society, the value of recreation and leisure escalates dramatically. And while recreation and leisure can occur in various forms and places, when it occurs outdoors it is distinctive because it involves in some way the natural environment: land, water, air, trees, plants, wildlife, and combinations of resources and landscapes.

Focus of Special Populations Outdoor Pursuits

The focus of Special Populations Outdoor Pursuits (S.P.O.P.) is the enhancement of the quality

of life for persons with disabilities through participation in outdoor pursuits. The goal is "Equity Outdoors"—to encourage and facilitate "challenge by choice," rather than little challenge and little or no choice. In the past, attempts to protect, comfort, and keep persons with disabilities safe have often resulted in limited opportunities for personal growth and has tarnished self concepts.

In promoting the involvement of persons with disabilities, Special Populations Outdoor Pursuits advocates competent, responsible engagement in recreation and leisure activities in the outdoors. With increased usage, our outdoor environment is now considered at risk. As more and more individuals are turned on to physical activity in the outdoors—disabled and non-disabled—the necessity of an outdoor literate consumer becomes critical.

Outdoor Pursuits Defined

Outdoor pursuits are physically challenging sport and recreation activities requiring wise and careful use of the natural environment. A certain amount of adventure, exploration, travel, and risk is usually involved, depending on the skills of the participants and the nature of the activity. Competition between individuals and groups is minimal, whereas competition between individuals and the environment is the norm. The emphasis is not on winning or losing, but rather on confronting the challenges of the natural environment.

Success and enjoyment in group activities is usually directly proportional to the level of cooperation and trust.

Selected Outdoor Pursuits Classified By Typical Risk Level *

LOW	MEDIUM	HIGH
cross-country skiing	backpacking/camping	rock climbing
cycling	board sailing	scuba diving
orienteering	canoeing	wilderness living
snowshoeing	downhill skiing	
	kayaking	
	sailing	

*Risk level may change dramatically according to context, e.g. environment, season

BENEFITS OF OUTDOOR PURSUITS

A variety of benefits can be derived from participating in outdoor pursuits by all persons, but especially by those with disabilities:

- Enhances quality of life.
- Promotes and encourages self-confidence, self-sufficiency, and individual initiative.
- Facilitates an appreciation and respect for the natural environment.
- Facilitates an awareness of the natural environment for worthwhile lifetime recreation pursuits in all seasons.
- Facilitates the acquisition of basic knowledge and skills of outdoor pursuits.

- Enhances physical fitness.
- Enhance socialization skills.

S.P.O.P. Maxims

Three maxims underlie the operating philosophy of Special Populations Outdoor Pursuits:

1. **No Person Is Too Disabled To Participate**
   We cannot say, "You are disabled, you've gone as far as you can, be satisfied!"

Every human being has a right to the development and fulfillment of their potentialities. Persons with disabilities are full fledged members of society, and as such, their participation and involvement to the greatest extent possible is to be promoted and encouraged. Individuals should be viewed in terms of what they *can do* rather than what they can't do—as handicapable rather than handicapped. Persons with disabilities must be viewed as people first, then as a person with a disability. If inclusion is the goal, questions of logistics and accessibility are to be addressed initially and then the limitations incurred by the disability considered. Persons with disabilities are capable of achieving both quantitatively and qualitatively.

The more severe the disability, the greater the challenge to have individuals participate in outdoor pursuits. Research has suggested the single most important ingredient to successfully include persons with disabilities in physical activity programs is the attitude of the instructor.

Accessibility—financial, physical, etc.—is another major factor. Human and accessibility barriers must be confronted to ensure all individuals the opportunity to participate in outdoor pursuits.

2. **No Outdoor Pursuit is to be excluded**

Problems associated with implementing outdoor pursuits—travel, equipment, safety, etc. are typically compounded when persons with disabilities are involved. Also, over-protectionism is frequently a factor.

The result has been limited or no exposure by persons with disabilities to the area of outdoor pursuits in general, and to some activities in particular. However, the notion of "Equity Outdoors" implies persons with disabilities should be afforded the same range of opportunities and experiences as others in the community. As such, *all* outdoor pursuits are viewed for possible participation by persons with disabilities.

Challenge by choice—choice of the person with a disability—if capable, should be the norm rather than the exception.

3. **Integration**

Recognizing the necessity for a continuum of delivery modes to accommodate individual needs and circumstances, the ultimate goal is to enable persons with disabilities to live and appear in ways which distinguish them as little as possible from the rest of society.

Segregated and quasi-segregated programing should be viewed as stepping stones toward integrated outdoor experiences.

Carefully planned integrated outdoor pursuits have many benefits. To persons with disabilities, a sense of belonging is facilitated as well as an opportunity to interact, socialize, and learn in the mainstream. To the non-disabled, it allows the opportunity to dispel myths as well as to learn from and be with persons with disabilities. To staff, it affords opportunities to utilize orchestration skills to create an inclusion atmosphere involving heterogeneous groupings. And, wherein separate programing is eliminated, there is a significant cost effectiveness aspect.

Teaching Considerations

Preparing for an effective teaching-learning milieu for persons with disabilities in outdoor pursuits requires attention to certain considerations regardless of the specific activity. The considerations identified, though not inclusive, will contribute much to the success of all outdoor pursuits. Designing and managing outdoor pursuit programs which take into account the needs and wants of persons with disabilities calls for knowledge, planning, and sensitivity.

Instructional Techniques

- Utilize a combination of teaching strategies to capitalize on the strengths of participants. No single technique is effective with all individuals all the time.
- Incorporate age-appropriate activities based on abilities and developmental levels.
- Match communication to the audience in terms of content complexity and learning styles (auditory, tactile, visual, kinesthetic).
- Monitor cognitive, affective, and psychomotor behaviors and intervene as necessary. Adaptations are to be considered judiciously.
- Challenges should be realistic with a high likelihood of success.

Instructor Behaviors

- Accept persons with disabilities as people—foster an attitude of understanding, tolerance, and support.
- Know your participants: their strengths, limitations, medical concerns, needs and wants.
- Encourage participants to assume responsibility: decision making, implementation, etc.

- Be a good role model. Portray a caring-sharing person.
- Contribute as a team member. Collaborate with other professionals, paraprofessionals, parents, and volunteers.

Environmental Concerns

- Be familiar with special equipment, aides, and techniques used by participants to assist them in activities of daily living: wheelchairs, hearing aids, etc.
- Minimize the impact of physical barriers: pack gravel, construct guide rails, etc.
- Insure equipment and supplies are suitable in terms of quantity and quality.
- Facilities, terrain, weather conditions, etc. should be investigated in advance and continuously monitored.
- Health and safety factors must be considered and an emergency plan put in place.

Backpacking/Camping Manual

Excellent material is available in the area of outdoor pursuits, but they often do not address the unique concerns of persons with disabilities. The initial S.P.O.P. manual addresses the generic aspects of persons with disabilities engaging in outdoor pursuits as it highlights the backpacking/camping area. The backpacking/camping area is one of the most popular of outdoor activities.

The manual is not intended to develop expert woodspeople; rather, it is seen as a friendly companion and guide for instructors, administrators, therapists, participants, parents, and others involved in the programming of outdoor pursuits for persons with disabilities. It is hoped the manual will prove useful to those with little or no experience in outdoor pursuits as well as those with considerable experience, and to all those in between.

Epilogue

At present there is a substantial gap between what is needed in the way of outdoor pursuits programming for persons with disabilities and what is available. Outdoor pursuits programming has, if offered at all, most often focussed on a very limited segment of the disabled population and/or scope of activities. Special Populations Outdoor Pursuits hopes to raise the consciousness level of practitioners, persons with disabilities, and the public at large in regard to moving beyond the "is" to the "can be" and, in turn, facilitating the transition from awareness to implementation.

Persons with disabilities belong in forests, mountains, prairies, and deserts and on streams, rivers, lakes, and oceans. Special Population Outdoor Pursuits *raison d'etre* is to assist persons

with disabilities find their "place in the sun!"

One participant modest proposal. "I'd like non-disabled outdoor pursuers to see us as just fellow outdoor pursuers. I'd like them not to focus in on the chair, the crutches, the aids. To see us as people, perhaps a bit different, but people just the same, who are there doing the same sort of things for the same sort of reasons."

Allen Adler is a physical education teacher/education specialist at the University of Lethbridge in Alberta, and physical activity programming for persons with disabilities is a major area of interest. He is the Canadian coordinator of Project Active.

An Investigation of the Ecological and Social Impacts Caused by Rock Climbers

Aram Attarian
North Carolina State University

Abstract—This study examined the ecological and social impacts caused by rock climbers. In addition, current management practices undertaken by resource managers to help reduce such impacts were also identified. It was also the intent of this study to collect and synthesize information to assist in the development of an audio-visual program to foster a minimal impact climbing ethic. Resource managers were asked to provide information on the observable ecological and social impacts created by individuals participating in the sport of rock climbing. Information received from resource managers revealed observable impacts to the vertical environment as well as impacts to soil, vegetation, wildlife, and other recreationists.

Introduction

People continue to venture into our nation's wildlands in search of outdoor recreation opportunities. Much of this interest in wildland recreation can be attributed to a variety of social and economic factors including: developments and increased availability of new and safer equipment (Bishof, 1985), popularity of college and university outdoor programs (Morford, 1990), instructional texts and videos (Long, 1990; Robinson, 1987), a proliferation of commercial guide and instructional programs (Chase, 1990), media coverage on television (Danger, 1990),and people seeking healthier lifestyles (Kennedy, in Lebow, 1989).

Researchers have projected that growth will occur in outdoor recreational activities that contain elements of risk and adventure (Cordell & Siehl, 1989). For example, participation in the activities of hiking and mountaineering tripled from 1966-1979 (Hammitt & Cole, 1987). A similar activity, rock climbing experienced an 8% growth in participation from 1980 to 1984 and a 12% increase between 1985 and 1989 (Gooding in Moser, 1990). It has been estimated

that there are from 150,000 to 500,000 active rock climbers in the United States today (Webster, 1990; Gooding in Moser, 1990).

As a result of the growth and interest in the sport of rock climbing, ecological as well as social impacts have emerged that are beginning to compromise the sport with many of the nation's popular climbing areas exhibiting the effects of overuse. According to Lucas (1979) an impact is an undesirable change in environmental conditions. Impacts can compromise the objectives of preserving the naturalness of an area, thus making recreational areas and facilities less attractive, appealing or functional to the visitor (Cole, 1986).

The ecological and social impacts created from increased climbing activity, and years of non-regulation is causing concern among resource managers as well as climbers. Of major concern is the ability to integrate the growth of climbing with the requirements of preserving and administering public and in some cases private lands. Currently, climbing area policies are being developed throughout the United States. It's a matter of time before they are implemented. Factors contributing to this problem include the development of artificial climbing walls which bring climbing to the masses (Attarian, 1990) and the introduction of European climbing styles and ethics (sport climbing) which according to Metcalf (1991) "is safer, less committing, easier to learn, more loquacious, and more approachable than traditional climbing" (pg. 8).

Methodology

Well known private, state, federal and locally managed areas where rock climbing is a recognized recreational activity were contacted and asked to identify the ecological and social impacts associated with the activity and gather information on current management practices and policies to control impacts. Climbing areas included in the survey were identified after reviewing the Access column in Climbing from 1985-1991. This column appears in each issue and serves as an information exchange to keep readers informed of any access problems to climbing areas, local management practices and issues, and significant resource problems or concerns. From this review ten federal areas, two state parks, one private area, and one city park were identified as climbing areas with impact problems. To gather relevant data, a letter was sent to each area resource manager requesting information on the impacts observed, current management practices undertaken to minimize impacts, and any other information helpful to the study. Information received from the managers included brochures, statements identifying the major impacts, regulations specific to the activity, and resource management plans. A variety of ecological and social impacts were reported from the fourteen climbing areas surveyed. Impacts to soil and vegetation both on and off the rock, improper disposal of human waste, and disturbance to wildlife were reported as common occurrences. Visual impacts to the rock and its environs, bolting practices, and potential damage to historical and cultural sites were also identified as concerns. Table 1 (see next page) lists the areas responding and the impacts reported. It should be mentioned that the impacts reported by resource managers were based on their observations and not on empirical evidence.

Results: Impacts to Soil

Of the areas contacted 71% reported some observable damage to soil as a result of climbers seeking access to climbing areas. Damage to soil can limit aeration, affect temperature, moisture content, nutrition, and soil micro-organisms (Hammit & Cole, 1987). Erosion, the most damaging impact to soil, occurs primarily through the development and use of trails.

Table 1. Reported impacts at 14 selected United States rock climbing areas

Location	Impacts					
	a Soil	Vegetation	b Wildlife	c Visual	d Rock	e Other
CNP	X			X	X	X
CCNMP	X	X				
CRNR					X	X
CNM	X	X		X	X	X
DTNM	X		X	X	X	
EDCSP	X	X	X	X	X	X
GG				X	X	
HTSP			X	X		
JTNM			X	X	X	
NRGNR	X	X	X			
PNM	X	X	X	X	X	X
RMNP	X	X	X	X	X	X
SGUNKS	X	X		X		X
YNP	X	X	X	X	X	X

a. Impacts to soil include trail erosion, improper trail routing and development.
b Wildlife: primarily disruption of nesting raptors.
c. Visual impacts may include one or more of the following: use of white chalk, bolts, colored slings, litter.
d. Impacts to the rock may include one or more of the following: bolting practices, chipping holds.
e. Other impacts may include one or more of the following: damage to cultural/historical sites, improper disposal of human waste, concern for the safety of other recreationists, noise.

CNP = Canyonlands National Park, CCNMP = Chickamauga and Chattanooga National Military Park, CRNR = City of Rocks National Reserve, CNM = Colorado National Monument, EDCSP = Eldorado Canyon State Park, DTNM = Devil's Tower National Monument, GG = Garden of the Gods, GTNP = Grand Teton National Park, HTSP = Hueco Tanks State Park, JTNM = Joshua Tree National Monument, NRGNR = New River Gorge National River, PNM = Pinnacles National Monument, RMNP = Rocky Mountain National Park, SGUNKS = Shawangunks, YNP = Yosemite National Park.

Problems may be more serious at higher elevations where the soil is thinner and rainfall greater (Bratton, et al., 1982).

DeBenedetti (1990) reported that climbers may contribute to erosion by establishing access trails to the rockface, trail development upon the staging area, and the formation of descent trails. In most cases climbing routes are accessed by ascending steep terrain to the cliff base. Trails for access are usually ill-defined causing climbers to unknowingly take several paths to the same destination. For example, twenty two climbing sites in Pinnacles National Monument were reported to have access trails leading to them (DeBenedetti , 1990). In a short period of

time, steep, secondary trails appear which begin to divert water, causing soil loss, trenching and vegetation loss (Rocky Mountain National Park [RMNP], 1990). Trail erosion can also occur when switchback trails, designed as an efficient way to travel over steep terrain are shortcutted. In some instances climbers have consciously engineered their own trails to cliff base without official consent or knowledge (D. Riskind, personal communication,1991).

Impacts to soil on the rock may be initiated during the development of a new climb. This occurs when climbers resort to "gardening" techniques which requires the manual removal of soil and other debris from cracks on the climbing route in order to place protection and provide handholds. In some cases, soil may be mechanically removed from the rockface by using a wire brush or toothbrush to scour away soil and vegetation. Another practice, trundling, or the removal of loose, unstable rock and other debris from a climb by creating human-made rockfall may also enhance the removal of soil. Other climbing practices are also undertaken which damage the rockface, leaving it unnatural in appearance. For example, the placement of bolts and pitons, a highly destructive practice, enlarges cracks and places unnatural objects in the rockface. In some areas, climbers have resorted to chiseling into the rock to create handholds.

Water quality may also be affected through the secondary effects of soil erosion and human/animal waste (Hammitt & Cole, 1987). Fecal matter is present at the base of cliffs, discarded on belay/bivouac ledges, or thrown off the cliff face. The Shawangunks, RMNP, and Yosemite National Park (YNP) reported the improper disposal of human waste as a major concern.

Results: Impacts to Vegetation

Of all the changes that occur as a result of recreational use, impacts to vegetation are the most visible (Hammit & Cole, 1987). Damage to vegetation occurs during the initial development and use of a recreational site, for example during the development of a new rock climbing area (Hammitt & Cole, 1987). Fifty seven percent of the resource managers responding indicated a concern over vegetation damage. Managers noted that climbers cause impacts to vegetation primarily through off trail hiking, and mechanically removing vegetation from the rock surface when establishing new climbing routes. Trees may also be damaged due to the effects of trampling, and the consistent use of trees for rappel/belay anchors.

Results: Impacts to Wildlife

Concerns over climber/wildlife conflicts were reported by 43% of the areas responding. Past research has indicated that human-wildlife encounters may have a negative effect on population densities, feeding and migration patterns, and diversity of wildlife. Impacts to wildlife can also induce physiological and psychological stress, and alter reproduction (Fain, et al., 1977; Atchinson, 1975; Ream, 1979). However, the greatest potential for impacts to wildlife usually occurs when a particular species has a limited habitat, especially a habitat that attracts recreationists due to a particular feature (Hendee, 1978). This may be true of rock climbing. Climbers are attracted to remote rock faces to pursue their sport. In some instances these rock faces are ideal nest sites for raptors, especially peregrine falcons, prairie falcons, and golden eagles. According to DeBenedetti (1990) three factors may affect behavior among cliff nesting birds including: 1) human activity in close proximity to nest sites; 2) activity of significant duration; and 3) human presence above the nest site. Nest sites were reported in Devils Tower National Monument, WY, Joshua Tree National Monument, CA; New River Gorge, WVA, Pinnacles National Monument, CA, Rocky Mountain National Park, CO and Yosemite

National Park, CA.

Results: Social Impacts

Along with ecological impacts, a growing number of climbing related social impacts were reported. According to Hendee, et al. (1978) social impacts are those behaviors that "can detract from the quality of the wilderness experience of others" (pg. 117). Over three fourths (78%) of the managers contacted reported a variety of social impacts. Examples of social impacts include: noise and the presence of climbers on the rockface. The use of brightly colored software (clothing, webbing, rope) that contrasts with the rockface, shiny hardware (bolts, pitons, carabiners), the use of white chalk, and the presence of climbers on the rockface, especially in scenic areas are visual impacts that may detract from the experience of other visitors (RMNP, 1990). The ecological impacts of trail and rock erosion and vegetation damage may detract from the aesthetic quality of a recreation experience as well (Hammitt & Cole, 1987). In addition, RMNP and YNP reported litter deposited by climbers as a major concern. Climber generated litter usually appears in the form of cigarette butts, athletic tape, and food and water containers usually left at the base of a climb or on the climb itself. Spectators may also contribute to this problem by leaving litter behind at sites from which they view climbers (YNP, 1990).

Of the impacts mentioned, bolting practices have received the greatest amount of attention. Bolting is a practice undertaken by climbers to secure a permanent anchor to the rock. The placement of permanent anchors provides for a safer climbing experience since other means for safegarding the climb may not be possible using other techniques. While this may be true, bolting is also a human-caused alteration of the rock.

In order to place a bolt into the rock, a hole is drilled either by hand, or most recently by portable, battery powered drills. The use of portable electric drills is prohibited in wilderness areas and in some popular climbing areas. Rocky Mountain National Park, Joshua Tree National Monument, and Pinnacles National Monument have banned the use of power drills.

Noise created by climbers may detract from the experience of other recreationists, and may also disturb wildlife. Forty seven percent of the respondents identified noise as concern. Tape players and radios popular with some climbers contribute to noise levels, as well as the noise generated from portable power drills or rock hammers used to place bolts as dictated by current climbing practices.

Management Practices to Minimize Impacts

Management initiatives and cooperation among climbers are needed to reduce human impact in order to conserve the uniqueness of the vertical environment in question, and to preserve it for future generations of climbers. In the past a number of agency controls have been enacted to protect our natural resources. However, federal legislation, permits, lottery systems, restricted areas, licensing and limited access have taken most of the responsibility away from the visitor and have given it to a government agency (McAvoy & Dustin, 1981). Forcing restrictive measures on visitors detracts from user satisfaction. For this reason, less restrictive measures of reducing visitor impacts are desirable.

One effective management method has been to educate the visitor on proper use and conduct within a particular environment. If climbers are more aware of their behavior while participating in climbing and related activities, less impact could possibly result. Recreation managers are increasingly interested in the use of information and education as a management

tool because of its potential ability to increase the quality of the recreation experience, reduce social conflict, gain support for management practices, and reduce management costs during times of budgetary constraints and personnel changes (Roggenbuck & Ham. 1986). Education is a desirable management technique because it is non-authoritarian and serves the recreationist's desires rather than being restrictive and regulating. Education stresses modification of behavior while maintaining individual choice (Robertson,1982). For educational methods to be of value to managers, methods must be practical, inexpensive, and easily administered (Roggenbuck & Ham. 1986). Most importantly, education and information can reduce resource impacts, since it has been suggested that most impact behaviors are caused through ignorance and unskilled actions (Hendee, Stankey & Lucas, 1977; Hart, 1980). A variety of management efforts have been initiated to minimize the impacts on climbing areas. Table 2 lists the practices that have been undertaken by managers to address climber related impacts.

Table 2. Summary of management practices undertaken to minimize climber caused impacts.

Impact	Management Practice
Soil/Vegetation	encourage use of resistant surfaces to access/descend climbs
	closures to protect resources and prevent further damage
	construct platforms beneath popular climbs
	trail hardening/paving
	use of education and signage
	designate access trails
Fixed Protection (Bolting)	enforce current regulations
	self-regulation among climbers
	zoning (limit the placement of bolts to specified areas)
	no bolting
	peer-review process re:new route development
	prohibit the use of colored bolt hangers
	paint bolts to match rock color
	Limits of Acceptable Change defined for defacement of rock
	ban the use of portable electric drills
Chalk use	prohibit use
	prohibit use in high-impact areas
	encourage the use of earth tone colors
	continue use with education
	volunteer clean-ups of rock surface
Wildlife	seasonal closure of areas during nesting and other critical wildlife habitats
Visual Impacts	encourage the use of natural colored webbing for belay/rappel anchors
	install chain for permanent belay/rappel anchors
	prohibit the use of colored bolt hangers
	paint bolts to match rock color
	no climbing within 50' of cultural/historical resources

Table 2 Continued

Waste Disposal	educate in the proper disposal of human waste construct latrines or other waste disposal units at popular sites provide containers (bags) for waste disposal
Other	informational brochures describing minimal impact climbing practices and local regulations encourage climber/manager/agency liaisons; cooperative efforts develop climber education programs develop interpretive materials/programs

Some of the most common approaches of education and information dispersal include the distribution of brochures to climbers. For example, Joshua Tree National Monument, New River Gorge National River, Rocky Mountain National Park and Yosemite National Park are distributing brochures to climbers which contain a climber's code of ethics, local regulations, and an emphasis on minimal impact climbing practices. Information to educate climbers can also be achieved through the use of trailhead bulletin boards, ranger contacts, and interpretive programs. Other methods to disperse information can be initiated through outfitter and guide services, retailers and industry involvement, and through climber to climber contacts, College and university outdoor programs can also be an important outlet for encouraging a minimal impact climbing ethic. Table 3 identifies methods for information dispersal by college/ university programs.

Table 3. Methods of information dispersal by college/university outdoor programs.

- Develop bulletin board displays to convey information.
- Include minimal impact climbing ethic as a topic in instructional programs.
- Develop intrepretive slide program showing impacts and ways to minimize them.
- Get involved with local climbing area to perform service activitie (trail maintenance, chalk clean-up, etc.).
- Raise funds to help maintain local climbing area(s).
- Encourage program instructors/guides to act as positive role models.
- Develop educational materials in conjunction with local management agencies that promote a minimal impact climbing ethic.
- Initiate partnerships with local retailers to disperse information through in-shop programs and other methods.

Conclusion

Results of this study indicated that a variety of impacts were common to most areas. However, management practices to control impacts varied, with indirect management techniques being the most successful. This was especially true when climbers were included in the decision making process. Of all the management practices listed, education and informational dispersal was the most common and seemed to be the most effective. It is recommended that other indirect management techniques be initiated to help reduce climber related impacts.

Lacking, was any empirical evidence to support the observations of the impacts described by managers. Are climbers solely responsible for the impacts that occur around climbing sites, or are other recreationists contributing to the problem as well? What affect if any do climbers have on wildlife? What other factors contribute to the impacts observed ? Answers to these questions and others can contribute to a better understanding of the impacts climbers have on the environment, and hopefully lead to management practices acceptable to both climbers and resource managers.

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Why Johnny Can't Cooperate: Cognitive Development and The Concept of "Adequateness"[1]

Jim Fullerton and Sue Wells

Abstract—Many adventure programs have identified an increase in "teamwork" and "group cooperation" skills as potential benefits of participation. However, participants and practitioners alike should realize that these are not guaranteed results, but rather goals to pursue. There are many reasons why individuals may not cooperate or function well within a group. One important reason is a resistance to cooperation that can be identified by William Perry and his colleagues at Harvard. Using their model of cognitive (i.e., intellectual and ethical) development, a research study was conducted on a group that participated in a "Project Adventure" style challenge course. The results have implications about individual and group capabilities and "adequateness" that may be of interest to anyone who works with groups.

Introduction

High adventure and higher education have a lot to contribute and a lot to learn from each other. Parallel work is being done in the field and in the classroom regarding human development.Outward Bound began in this country in 1962 and Project Adventure began in 1971. Both of these programs strive to help participants grow and develop as individuals through a system of challenge and support.

William Perry conducted research at Harvard University beginning in the 1950's that culminated in a scheme of cognitive (i.e., intellectual and ethical) development in college students. This model explains how the young adult reasons, thinks, or makes meaning of experiences. It also identifies how individuals can grow and develop through a transition between levels of understanding and interpretation of their world.

The research study described in this paper applied Perry's model of cognitive development

to participants in a "Project Adventure" style group challenge course. The results underlined the importance of bridging the gap between higher education theory and high adventure practice. While both approaches deal with how participants may grow and develop as individuals, in combination they become much more meaningful and potent: Higher education theory enhances the practice of high adventure, and the practice of high adventure supports higher education theory.

This research project helped to satisfy the academic requirements for a graduate level educational psychology class that was taken by the authors in the spring semester of 1990. More significantly, it became the pilot study for what has become the Group Challenge Experience program at the University of Nebraska-Lincoln, which is jointly administered by the Office of Campus Recreation and the Campus Activities and Programs Office, and has served over 500 participants in the 1990 and 1991.

Definition of Terms

1. **Cognitive Development.** Through years of research, William Perry and colleagues at Harvard University described different levels of cognitive (i.e., intellectual and ethical) thinking as "stages" or "positions," and development between these levels was by definition transitional movement between these levels. To summarize the major stages of thinking referred to in this model.

2. **Dualism.** Dualistic thinkers operate out of absolutes. Things are right or wrong, black or white, good or bad. They believe knowledge is quantitative, authorities know right answers. People at this stage tend to conform. (This is a very common stage for teenagers.)

3. **Transition.** Transitional thinkers between dualism and multiplism are beginning to think there is more than one way to do things. They are beginning to question authority. They are also oppositional, and define themselves by opposing others. (This is a very common stage for college students, and is the level at which they resist cooperation.)

4. **Multiplism.** Multiplistic thinkers can accept different points of view without taking it as an attack upon themselves. They believe their self is distinct of others, but are still figuring out who they are.

5. **Relativism.** Relativistic thinkers analyze and compare. They believe knowledge is qualitative, dependent on context.

6. **Commitments in Relativism.** People at this stage will make commitments in terms of an affirmation, choice, or decision about deepest values. These commitments are made in the awareness of relativism and contradictions in life.

7. **Avoidance.** Within the cognitive development model are also some terms that describe the avoidance of development:

   (a) Temporizing—postponement of movement for a year or more;

   (b) Escape—alienation, abandonment of responsibility; and

   (c) Retreat—avoidance of complexity and ambivalence by regression to dualism colored by hatred of otherness.

8. **The Concept of "Adequateness."** "Adequatio" or "Adequateness" is the term used by the

late economist E. F. Schumacker (author of *Small is Beautiful* and *A Guide for the Perplexed*) to describe an individual's capacity to understand something. Through the concept of Adequateness he explains that the interpretation of knowledge is dependent on the capacity of the knower, or "the understanding of the knower must be adequate to the thing to be known." This concept is particularly helpful when considering Perry's different levels of understanding, and realizing how different people typically operate at different levels of understanding.

Methodology Sample

Our subjects consisted of 23 women who were newly elected or appointed officers of the Phi Mu sorority at the University of Nebraska-Lincoln. This sorority is a social and philanthropic Greek organization that was reorganized with an entirely new membership a year earlier. There were three academic standings represented in the sample: (a) eight freshmen, (b) eleven sophomores, and (c) four juniors. The invitation to participate in the study was extended to the elected and appointed officers of the sorority only. Participation in the actual experience and completion of the assessments was completely voluntary.

Measuring Instruments

Three different assessment instruments were used in this study. The first was a paragraph completion exercise which was given in advance to assess their cognitive level so that the participants could be organized into groups of like cognitive level functioning. The second was a "Group Challenge Experience Assessment" to measure perceptions of the group's effectiveness and personal effectiveness within the group on a number of dimensions defining the concept of "team". This was given before and twice after the "Project Adventure" style experience to assess the impact of the experience, and this study served as the basis for the statistical analysis of this study. The third assessment was a simple evaluation and reaction to the experience, and from it was obtained subjective written comments about the experience.

(Note: Copies of the measuring instruments and tabulated results are found at the end of the this paper)

1. **Assessment #1: Paragraph Completion Exercise.**

   A modified version of a paragraph completion exercise created by David Hunt was used to assess the cognitive level of the participants. The exercise consisted of five sentence stems which were open-ended statements, as follows: (a) What I think of rules...; (b) When someone disagrees with me . . . ; (c) When I am uncertain . . . ; (d) When I am criticized . . . ; and (e) When I am told what to do . . . .

   The subject then completed the stem with an additional four to five sentences each. Responses were reviewed and scored by an individual that was trained to score the instrument. Each participant was then assigned a numerical score from 0 to 7 according to their cognitive level of functioning as defined by the developmental stages that were the basis of the instrument.

2. **Assessment #2: Group Challenge Experience Assessment.**

   The Group Challenge Experience Assessment was created from an elaborate definition of "team". It was a self-report instrument that rated perceived effectiveness of group and self on a five-point Likert scale. The four categories defining "team" included communication, relationships, vision, and leadership.

3. **Assessment #3: Group Challenge Experience Evaluation.**

   This evaluation was a modification of the Campus Recreation evaluation for Outdoor Adventures trips. Specific elements of the experience (i.e., the activities, the small groups, the facilitators, planning, and the overall experience) were evaluated on a five-point Likert scale. This evaluation also allowed for subjective data to be collected by asking for the best and worst things about the experience, what should be changed, and additional comments or suggestions.

Procedure

The Paragraph Completion exercise was administered to the entire group of elected and appointed officers in the sorority approximately one month before the scheduled date of the actual Group Challenge Experience. After each had been scored and assigned a numerical value, participants were separated into three groups within which they would work during the Group Challenge Experience. After each has been scored and assigned a numerical value, participants were separated into three groups within which they would work during the Group Challenge Experience.

Small groups were made up of individuals scoring within the same range of cognitive level functioning. The groups were separated into ranges from 1.0-1.3, 1.31-1.65, and 1.66-2.2. These scores roughly corresponded to Perry's levels of cognitive development as dualism (1.0-1.3), transitional (1.31-1.65) and multiplism (prelegitimate; 1.66-2.2), and will be discussed as such throughout the rest of this paper.

The dualism group had seven subjects while the other two groups had eight subjects each. Participants were not given any information about how they were grouped or what criteria were used to arrange them in groups.

One week prior to the Group Challenge Experience the three facilitators met with the participants to discuss what kind of clothing to wear, what to bring with them, and, in general, what to expect. The Group Challenge Experience Assessment was also administered at this time to serve as a pre-test baseline for how they perceived the effectiveness of themselves and of their group on "team" components.

The Group Challenge Experience was conducted on March 18, 1990 from 1:30 p.m. to 6:00 p.m. at Pioneers Park in Lincoln, Nebraska. Participants were transported to the site together. Large group activities with all 23 participants were conducted at the beginning of the afternoon as a warm-up, then they were divided into three groups (by cognitive level) with one facilitator per group. The facilitators were not made aware of what cognitive level group had been assigned to them. The facilitators processed each experience as it was completed and as seemed appropriate. The program sequence consisted of the following elements:

- **Introduction (entire group).** The facilitators introduced themselves and gave a brief overview of the physical and mental challenges to come. Participants were encouraged

to "dare to try" but were given the option of challenge by choice. Safety considerations were discussed, including an environmental briefing, identification of objective and subjective hazards, and an explanation of the "stop!" rule.

- **Revealing Persona Experiences and Values (entire group).** Participants passed a volleyball around the circle and took turns stating their name, hometown, most significant personal achievement, and what they thought was the most important component of their organization.

- **Warm-up Touching Activities (entire group).** Explanation of these activities can be found in Project Adventure literature. Warm-up touching activities consisted of: (a) Yurt Circle, (b) Lap Sit, (c) Knots, (d) Group Exclusion, (e) Human Ladder, and (f) Blindfold Walk.

- **Small Group Challenges (active problem-solving).** At this point, small groups were formed according to cognitive levels. Again, explanation of these activities can be found in Project Adventure literature. Small group challenges consisted of: (a) Trust Fall, (b) Spider Web, (c) Traffic Jam, (d) All Aboard, (e) High Beam, and (f) Nitro Crossing.

- **Final Challenge (entire group).** The original idea for a lake canoeing final challenge was scrapped due to cold and windy conditions. Instead, the group's final challenge consisted of a Blindfold Polygon. Again, an explanation of this activity can be found in Project Adventure literature.

- **Closure (entire group).** Participants passed a volleyball around the circle and stated their final thoughts about the experience.

- **Post-assessment (entire group).** After an afternoon of activity, the participants were given the Group Challenge Experience Assessment to complete on their return to campus. The day immediately following the Group Challenge Experience the participants were given the first of two post-assessments. The identical assessment was given again one month after the event. All assessments were completed and returned.

Statistical Analysis

"Group" assessment. Comparing the means between groups across the pre-test and first post-test for how they (subjects) perceived the effectiveness of their group on "team" components, it is clear that the dualists experienced the greatest increase (M = 3.23 to M = 4.47). The multiplistic group also experienced a bit increase (M = 3.72 to M = 4.57) whereas the transition group showed a slight decrease (M = 3.93 to M = 3.86). The transition group mean was significantly below that of the other two groups.

All three groups showed a decrease in means between the first and second post-tests (given a month after the event). The dualists showed the greatest difference (.71) while the transitional group showed very little change (.08). It is interesting to note that the second post-test levels of both the dualists and multiplists are still above their pre-test level of perceived effectiveness, while the transitional group scored slightly below their pre-test level.

"Self" assessments. Comparison of the self scale between groups and across the pre-test and post-tests yields similar results to the group scale although not as dramatic. Once again it was the dualists that showed the greatest increase immediately following the experience (M = 3.73 to M = 4.44). All three groups showed a decrease between the first and second post tests as was hypothesized although the multiplistic group had the smallest change (-.08) and in effect stayed the same. Again the dualist group showed a drastic decrease between post-tests.

Program evaluation. In comparing means between the three groups on the evaluations completed immediately following the Group Challenge Experience (administered in the vans on the drive home that day) we found that the dualists and the multiplists scored their evaluations approximately the same (M = 4.50) and significantly higher than the transitional group (M = 4.07).

Assumptions and Limitations

Since the focus of this study was on the cognitive ability of the subjects one of the biggest assumptions made was that cognitive functioning plays a major role in this type of learning experience. We were not able to take into consideration other elements (such as psychosocial, environmental and physical effects) that may have had an impact on the interaction within the groups.

Results and Discussion

We had anticipated the perceived effectiveness of the groups to increase for all three groups immediately following the event. We found this to be true of only two of the groups. The transitional group actually experienced a slight decrease in perceived effectiveness. This could be attributed to the difficult time this group had in working with one another during the event.

Subjective comments from the transitional group (in response to the evaluation section calling for the "worst thing about the experience") included "There were a few problems with communication—people not listening to other people's ideas, and negative attitudes!" and "We had a difficult time working together as a group." This aptly characterizes behavior you would expect from this transitional level.

There were no other negative comments on the evaluations (outside of complaints about the cold weather) from subjects other than those in the transitional group. It seems as if this group had the least positive experience an it reflected that consistently throughout the assessments.

The original hypothesis behind this study was for like cognitive thinkers to be grouped together for challenges to give them a maximum opportunity for success through common viewpoints. After shared experiences with like thinkers, they would then be mixed with groups from other levels to experience a cross section of thought such as exists in groups in the real world. The result was expected to be an improved ability to deal with different types of thinking, and to improve relations and abilities to get things done within the group. That result was not the conclusion of this study.

Perhaps the most significant finding was that all people are not automatically "improved" by group development exercises, especially when they are at a certain transitional level of cognitive development. While most groups are actually diverse, both cognitively and otherwise, this effect might not manifest itself so clearly in most group situations.

Because this study isolated individuals in groups of like cognitive levels, the results were

somewhat more obvious. The implications of this are critical for facilitators of groups, and allowance for different responses by participants must be taken into account. It should be noted that the majority of the tabulated results and the subjective information collected in the form of personal comments and suggestions clearly shows that these activities had a positive impact on the majority of the participants.

Summary, Conclusions, and Recommendations

It is unclear to us if this study represents ground-breaking research in the adventure field, but it has certainly stimulated our appetite for additional research about human development. An obvious suggestion for future research along these lines of cognitive development would be to have a larger sample for the study, and see if these findings would be replicated. Another suggestion would be to include a mixed, diverse group of cognitive levels (as most groups actually are) to act as a control for the study. Would the diversity within that group simply "average out" and be affected negatively by the oppositional transitional thinkers within?

According to Perry, individuals can and should be encouraged to move on to other positions within his model of cognitive development. This can be accomplished by challenging the individual with ideas from higher levels. Thus, to help people develop, they should be challenged with ideas, structure, and language from higher levels and then supported with positive feedback. If they have just arrived at a position, confirmation should take place, where the facilitator makes confirming statements about that level that will reinforce and confirm the individual's thinking at that level.

In conclusion, the concept of Adequateness re-emerges to remind us of an individual's capacity to understand something, and it particularly applies to the concept of challenge and support. Because "the understand of the knower must be adequate to the thing to be known" individuals may escape or retreat or temporize if the challenge of development is too great. At the other extreme, they may not grow or be challenged enough if too much nurturing support is given. This is especially important for facilitators to understand. It also adds a new dimension to the type of training they may require to be able to fully facilitate the growth and development of individuals within their groups. If nothing else, it may help to make them aware of why Johnny —or Joanie—or other members within their group can't cooperate.

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Endnotes

[1]A book called *Why Johnny Can't Read—and What You Can Do About It* was published in 1955. In 1981 the same author wrote a follow-up called *Why Johnny Still Can't Read: A New Look at the Scandals of Our Schools*. Over the years other authors have borrowed from the now-famous original title for variations on the theme. In this tradition of identifying education concepts that may need attention, "Why Johnny Can't Cooperate" seemed an appropriate title for this paper. In light of the fact that the subjects in this research study were women, it might have been even more appropriate for the title to be "Why Joanie Can't Cooperate"!

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Code_____

GROUP CHALLENGE EXPERIENCE ASSESSMENT

Every group is made up of individual members. This instrument will attempt to measure your perception of your group's effectiveness and your personal effectiveness within the group on a number of dimensions defining the concept of "team". The dimensions we have used to define "team" are presented in four categories--Communication, Relationships, Vision and Leadership. The second section of this assessment measures your satisfaction level.

Instructions: Please consider your group's effectiveness and also your personal effectiveness on each of the items in the four categories. A score of 5 indicates high effectiveness, group/self is effective always or the majority of the time; 3 indicates moderate effectiveness, group/self is effective some of the time; 1 indicates ineffectiveness, group/self is never effective.

I. **EFFECTIVENESS LEVEL:**

	Group	Self
COMMUNICATION		
Giving positive feedback (GF)	1 2 3 4 5	1 2 3 4 5
Receiving feedback (RF)	1 2 3 4 5	1 2 3 4 5
Problem solving (PS)	1 2 3 4 5	1 2 3 4 5
Decision making (DM)	1 2 3 4 5	1 2 3 4 5
Conflict resolution (CR)	1 2 3 4 5	1 2 3 4 5
RELATIONSHIPS		
Tolerance of individual differences (TD)	1 2 3 4 5	1 2 3 4 5
Cooperation on tasks (CT)	1 2 3 4 5	1 2 3 4 5
Development of support networks (SN)	1 2 3 4 5	1 2 3 4 5
Ability to overcome stress and frustration (OS)	1 2 3 4 5	1 2 3 4 5
Respect for others (RO)	1 2 3 4 5	1 2 3 4 5

Scale: 1-ineffective, never effective
3-moderate effectiveness, sometimes effective
5-high effectiveness, always, usually effective

	Group	Self
VISION		
Clear goals and objectives (CG)	1 2 3 4 5	1 2 3 4 5
Willingness to take risks (TR)	1 2 3 4 5	1 2 3 4 5
Sense of purpose (SP)	1 2 3 4 5	1 2 3 4 5
Sense of direction/focus (SD)	1 2 3 4 5	1 2 3 4 5
Take advantage of opportunities presented (AO)	1 2 3 4 5	1 2 3 4 5
LEADERSHIP		
Commitment/Dedication (CD)	1 2 3 4 5	1 2 3 4 5
Confidence (CN)	1 2 3 4 5	1 2 3 4 5
Energy/Enthusiasm (EE)	1 2 3 4 5	1 2 3 4 5
Competence (CM)	1 2 3 4 5	1 2 3 4 5
Feeling of significance (FS)	1 2 3 4 5	1 2 3 4 5

Use the following scale to rate your level of satisfaction:
1-very dissatisfied, 3-satisfied, 5-very satisfied

II. **SATISFACTION LEVEL:**

Overall, how satisfied are you with your group's effectiveness? (GE) 1 2 3 4 5

Comments on above:

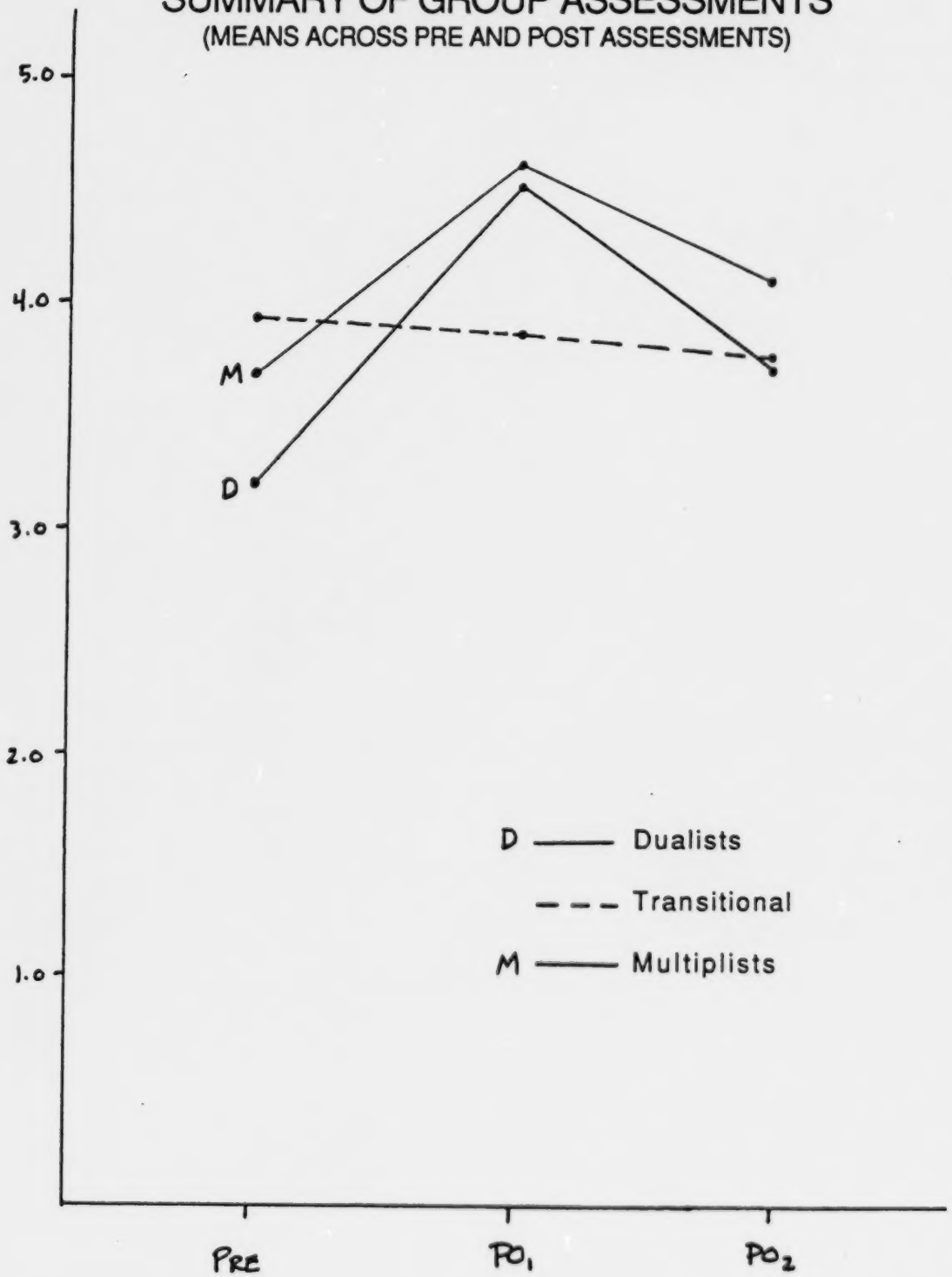
Overall, how satisfied are you with your own personal effectiveness within your group? (PE) 1 2 3 4 5

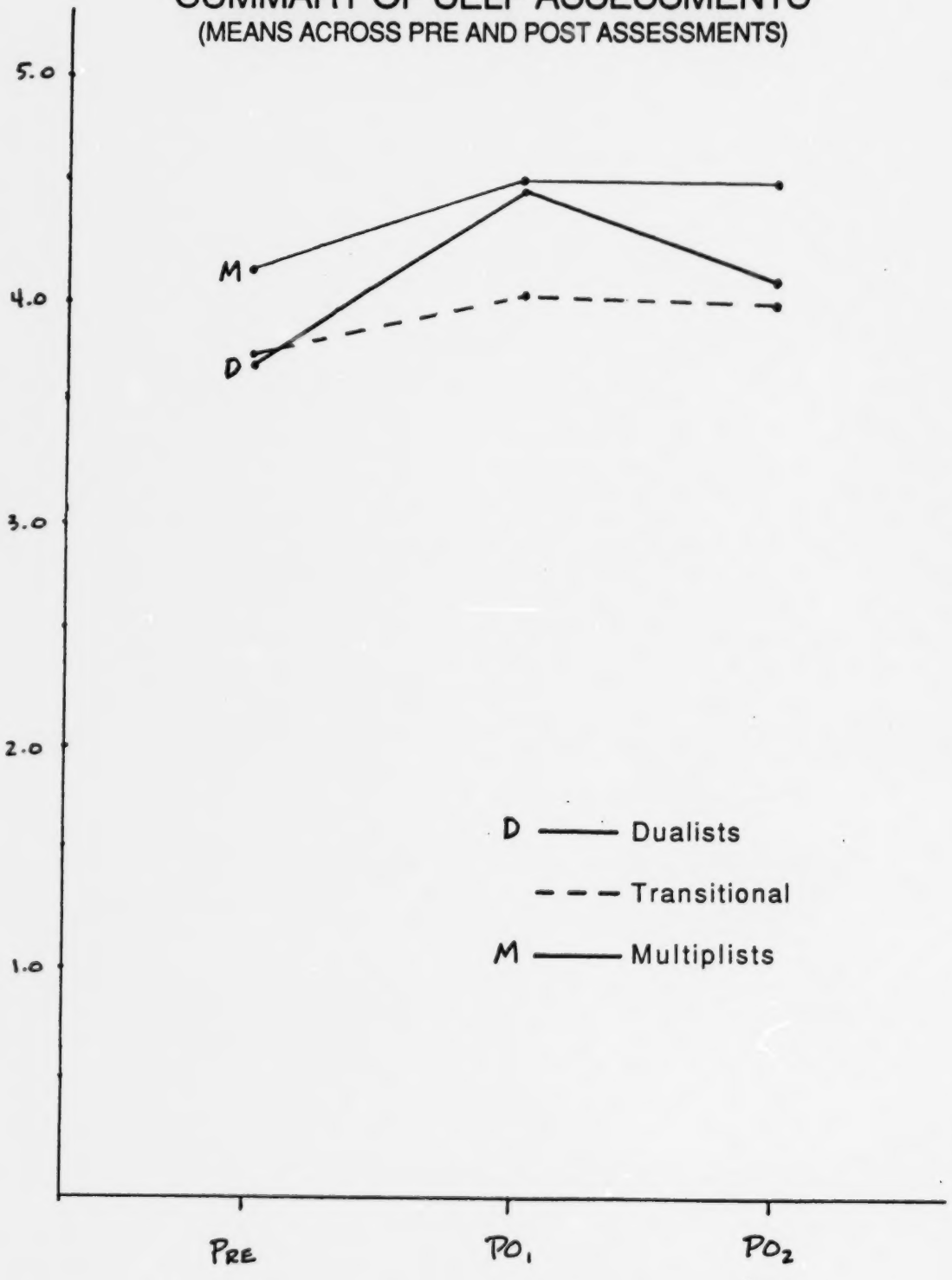
Comments on above:

GROUP CHALLENGE EXPERIENCE
PARTICIPANT ASSESSMENT OF KEY FACTORS

	PROBLEM SOLVING	DECISION MAKING	CONFLICT RESOLUTION	TOLERANCE OF DIFFERENCES	COOPERATION ON TASKS	RESPECT FOR OTHERS
GROUP #1 (Dualists)						
PRE	3.29	3.14	3.29	3.00	2.86	3.29
POST 1	4.86	4.43	4.29	4.00	4.71	4.57
POST 2	3.71	3.86	3.43	3.71	4.14	3.57
GROUP #2 (Transition)						
PRE	3.63	3.75	3.38	3.75	3.88	3.88
POST 1	3.75	3.50	3.88	3.38	3.75	3.50
POST 2	3.63	3.63	3.63	3.63	3.63	3.75
GROUP #3 (Multiplists)						
PRE	3.63	3.75	3.50	4.13	3.63	3.63
POST 1	4.63	4.63	4.63	4.75	4.75	4.50
POST 2	4.00	4.00	3.75	4.25	4.25	4.00

GROUP CHALLENGE EXPERIENCE
SUMMARY OF GROUP ASSESSMENTS
(MEANS ACROSS PRE AND POST ASSESSMENTS)




GROUP CHALLENGE EXPERIENCE
SUMMARY OF SELF ASSESSMENTS
(MEANS ACROSS PRE AND POST ASSESSMENTS)
5.0
4.0
3.0
2.0
1.0
M
D
D —— Dualists
- - - Transitional
M —— Multiplists
PRE
PO1
PO2

POST-EVENT COMMENTS FROM PARTICIPANTS IN THE RESEARCH STUDY

DUALISTIC GROUP--operates out of "compartmentalized" absolutes (right/wrong/ good/bad, black/white, strong/weak), conforms, everyone is same as me.

"The weather was kinda cold. Put a damper on some people's spirits--but not my group!"

"It made me feel really good to work with my group and accomplish everything."

TRANSITIONAL GROUP--beginning to see there is more than one way to do things, confused, actively oppositional (defines self by opposing others).

"Sometimes individuals were too negative."

"There were a few problems with communication--people not listening to other people's ideas, and negative attitudes!"

"I got upset when 5 people would try to tell everyone what to do all at the same time."

"Some people in my group started getting bad attitudes towards the end."

"My small group experience wasn't as uplifting as large group activities."

MULTIPLISTIC GROUP--sees validity in other people's perspectives, empathetic.

"We functioned well as a team and each of us helped and encouraged another."

"The best thing was interacting and cooperating to solve problems to reach our goals."

"I think our small group worked really well together. Each person was given the opportunity to give input; everyone did and everyone listened. Then we used the best ideas and we all tried--no one didn't try!"

"I didn't feel like we pulled all the separate groups back into one at the end to evaluate how all 23 people were affected as a whole unit."

An Experiential Model For Teaching Skills

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Abstract—This paper outlines an experiential model which can be used for teaching skills. Based on research, it allows students to practice skills and develop a background in an activity before the instructor elaborates on technique and theory.

Introduction

Research suggests that motor skills are most effectively learned when an instructor allows students to work on new skills before much time, if any at all, is spent on explanation and theory. The model, outlined within this paper, minimizes reliance upon talk by the instructor and emphasizes the need for practice. There are four phases: (a) "This is . . ." (Introduction/ Explanation phase), (b) "Watch me . . ." (Demonstration phase), (c) "Your turn . . ." (Student practice), and (d) "This is what you did . . ." (Feedback phase). An important rule of thumb in this model is that the Introduction/Explanation and Demonstration phases together should not take more than three minutes. Within the three minute time limit, students must be doing something. Of all the phases, student practice is of primary importance, and most of the class time needs to be allocated towards it. Forms of this model are used by the Professional Ski Instructors Association (PSIA), the American Canoe Association (ACA), the American Coaching Effectiveness Program (ACEP), and other programs.

Outline Of Presentation

I. In this model of teaching, there are two key precepts:

A) Most instructors talk and/or theorize too much, and this talking interferes with learning.

1) People (especially beginners) learn motor skills best by doing the activity, not talking about or being talked at about it.
2) Note—Practice only perfects what is practiced. It is not true that "practice makes perfect," rather "perfect practice makes perfect."

B) The Keep it Simple System (KISS) is very important to learning: Do not over teach.

II. As an aid or background to understanding or implementing this model, you need to know a little bit about the differing characteristics of learners.

A) Ability levels.
1) The beginner, the advanced student, and the experienced beginner each have different characteristics.
2) The beginner is trying to develop a motor plan, an ability to perform the activity automatically. Beginners can not retain or use much information. They need some movement experience (practice) first.
3) The advanced person can perform the movement automatically. They can handle explanation, theory, and complexity much better than the beginners.
4) The experienced beginner may have enough experience (practice) that they pick up beginning skills quickly, or they may have developed habits which are hard to break and interfere with their learning styles, which include:
a) Thinker--likes more theory.
b) See-er (imitator)--likes to see it done.
c) Doer--likes to just do it, (relies on kinesthetic feedback).

III. A good teacher (a good model of teaching) incorporates all these components (allowing time for *doing*, providing *visual* models, and providing *theory*) in the right proportion.

A) The person with advanced skills does most movements (in that skill) automatically. Automatic movements rely predominantly on kinesthetic feedback.

B) The major goal of the teacher (of beginners or intermediates) is to develop kinesthetic awareness (for that skill) within the student.

C) This kinesthetic awareness is developed primarily through the student's practicing (properly) the skill, or components of the skill. Practice only perfects what is practiced.

D) *Watching the instructor demonstrate still helps to a certain extent; but, especially for the beginner, listening to the instructor talk helps very little.*

IV. Effective teaching emphasizes this order:

A) Doing

B) Watching (modeling)

C) Last and least, talk and explanation.

V. A model of teaching which uses these points has four phases:

A) "This is . . . " (Introduction/Explanation)

B) "Watch me . . ." (Demonstration)

C) "Your turn . . ." (Student practice)

D) "This is what you did . . ." (Feedback)

1) Generally, the introduction/explanation phase is one to three minutes or less.

2) The introduction and demonstration phases together should take less than three minutes. The key point is the students should be practicing something within three minutes. We do not concern ourselves with the feedback phase in this talk, even though it is important.

VI. To understand the ideal model, try doing the following exercise in front of a small group of people:

A) Teach a skill by trying to describe it. Use only verbal communication—don't use any motions as you explain the skill.

B) Teach a skill by modeling it. Do not use verbal communication.

VII. For advanced participants this model still holds true (i.e., doing is most important). However, the introduction/explanation and demonstration stages may be a little more complicated (but not necessarily longer), and students can handle more theory. For an advanced participant, theory may be important for providing a frame of reference, a background, to which to refer when teaching. However, practice is still important.

A) Nevertheless, the basic model should be used when actually working on or practicing the activity, when not taking a time out for theory.

B) Avoid too much time out from practice for explanation. Practice is still most important. Theory and explanation can be interspersed with the practice. One way is to use rest periods for the theory and explanation. (This entails having them practice first, so then they have reason to rest.)

VIII. Final points regarding this model.

A) This model is very effective for creating real improvements in an individual. When you follow this model, learning will occur much faster and more easily; therefore students may think you are not teaching them enough.

B) Beginners can not assimilate as much information as they think they can. Moreover, unless there is sufficient practice to ingrain the movement pattern, they will revert revert to their "natural" movement patterns.

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An Examination Of The Safety Review

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Abstract—Safety management is an area of great importance to those involved in the delivery of outdoor programs. The safety review is part of safety management that can utilized as a means of determining whether program practices currently in use are appropriate. This paper characterizes the safety review process, describes its benefits, and presents approaches for initiating and planning a review.

Introduction

Outdoor adventure recreation experiences have become an important part of college, university and military recreation programs. The essence of these programs has been to provide participants with experiences that include adventure and challenge. Many of the activities associated with outdoor adventure recreation (rock climbing, whitewater canoeing, kayaking, etc.) contain elements of risk that are both perceived and real (Miles & Priest, 1990). A challenge for the outdoor professional is to provide opportunities for adventure and challenge without sacrificing participant safety (Ewert, 1989). An obvious path to follow in providing safe experiences while maintaining a sense of adventure and challenge is to utilize "sensible and safe practices, tested over time" (Priest & Dixon, 1990, p. 32). The purpose of this article is to summarize a process that can assist outdoor adventure recreation programs in determining whether program practices are sensible and safe.

The Safety Review

In general, outdoor adventure recreation programs have enjoyed good safety records (Chesteen, Caldwell & Prochazka, 1988). This is due to the fact that professionals have recognized that the safety of any program depends upon a number of important factors. One important factor

is the evaluation of all program practices in an effort to improve safety. Two important steps for improving program safety are: (a) providing opportunities for evaluation and (b) the willingness to make program adjustments as a result of evaluation. The "safety review" has been acknowledged as the mechanism for evaluating program safety on a regular basis (Johanson, 1984; Priest & Dixon, 1990; Wade & Fischesser, 1988).

The safety review has been defined as "a process for assessing the safety status of an organization which involves a team of qualified people making a brief visit to gather data" (Wade & Fischesser, 1988, p. 2). This "gathering of data" involves much more than a query of how many accidents a program has had or is likely to have. Instead, the safety review is structured to objectively examine the appropriateness and effectiveness of each program component. The end result of this examination is to improve the quality and safety of the program.

The safety review process can assume two forms, "internal" or "external". An internal safety review can be easily conducted because it is carried out by individuals within the program. An external safety review involves the use of individuals not associated with the program. This type of review can provide the program with more objective points of view on particular practices that may be overlooked by staff members who are familiar with program operations. The program operations typically evaluated during a safety review may include emergency procedures, facilities, logistics, management systems, manuals, policies and procedures, participant screening, program activities, and staff qualifications (Priest & Dixon, 1990; Wade & Fischesser, 1988). Wade and Fischesser (1988) have developed a safety review manual that provides useful detailed guidelines for conducting internal and external safety reviews on a regular basis.

Benefits of the Safety Review

The safety review process is not a new concept. Outward Bound schools in the United States have helped set the standard for safety reviews by including them as a part of their overall risk management plan since 1972 (Wade & Fischesser, 1988). Many other outdoor programs have also incorporated the safety review process as a regular part of program evaluation.

Several benefits of a safety review have been identified. First, the safety review process represents "a proactive, rather than reactive, approach to safety" (Priest & Dixon, 1990). In other words, the safety review process is an anticipatory approach to safety (Johanson, 1984). Weaknesses in program operation are identified "before" an accident occurs. External safety reviews, in particular, can identify areas of concern that program administration and other staff have overlooked because of their closeness to the running of the program. Program areas that are judged to be weak can be strengthened through the addition, deletion and/or modification of particular practices.

Secondly, a safety review represents a means for documenting a level of safety (Edelman, 1989). The safety review provides written documentation that the program has been diligent in trying to improve the quality and safety of program activities. The safety review can verify that the policies and procedures are well thought out and that the program is concerned with the standard of care being given to program participants. As such, the safety review can be viewed as a mechanism for outdoor adventure recreation programs to police themselves (Wade & Fischesser, 1988).

A third benefit for undergoing a safety review is that over a period of time, outdoor programs that have undergone a safety review can share the safety review experience with each

other. In turn, this can help raise common practices for outdoor programs to a higher level (Wade & Fischesser, 1988).

Finally, a safety review can be viewed as a "dynamic and positive vehicle for training and sharing ideas that lead to improved safety" (Wade & Fischesser, 1988, p. 4). Both the reviewers and the program under review can benefit from networking and learning that takes place.

The Safety Review Process

As previously mentioned, external safety reviews can provide a more objective and accurate view of program operations. Initiating an external safety review is not a difficult task but it does involve some important steps (see Figure 1).

Figure 1. The Safety Review Process

1. **Program Requests a Review**
2. **Review Team Chosen**
3. **Program Information Sent to Review Team**
4. **Review Team Performs Review**
5. **Review Team Debriefs Findings with Host Program**
6. **Review Team Issues The Final Written Report**
7. **Host Program Implements Suggested Changes**
8. **Follow-up by Review Team Leader**

In addition, both the review team and the program under review (i.e., host program) play important roles in the quality of the safety review. Some of the responsibilities of the host program and review team are summarized below.

Role of the Host Program

The first and most important step is finding people with the necessary skills to perform a quality safety review. An important aspect to remember about safety reviews, is that they typically involve a team of individuals making a brief visit to ask questions about and record their observations of program operations. It is extremely difficult to find one person who is knowledgeable in all areas of outdoor programming. The more people who review a programs and make recommendations, the stronger and more accurate the review will be.

Individuals selected for a safety review are those who have expertise in the field, are up to date on specific outdoor skills and techniques, possess good listening and feedback skills, are objective, and have a concern for the development of the entire profession (Edelman, 1989). In addition, it is important to have reviewers who see the review as "an opportunity to improve

program safety and quality, not a time to close down programs" (Edelman, 1989, p. 2). The role of the reviewer is to provide as much feedback as possible on both the strengths and weaknesses of the program. This will help the program be the best that it can be.

Where do you find reviewers? One place to start looking are professional outdoor associations and organizations. These sources can help identify individuals who are recognized as being knowledgeable in a particular program area (s). A few examples include the international Safety Network, Outward Bound USA, the National Outdoor Leadership School, The Wilderness Education Association, or the Association for Experiential Education. A second source of reviewers are professionals representing outdoor programs similar to your own. It is feasible that some type of safety review exchange be initiated between several outdoor programs.

The quality of any safety review is dependent upon how well both the host program and review team are prepared before the review is conducted. The host program is responsible for sending the review team any written information that would help orient the reviewers to the activities of the program. This includes clearly defining what the review should entail. Will the review focus on only one aspect of the program or will all aspects of the program be observed? Many safety review are broad in scope, covering all aspects of a program. A few examples of information typically sent to the review team include written goals and objectives of the program, student orientation information, program brochures, staff hiring and training plans, clothing and equipment lists, and past safety and accident/incident plans (Wade & Fischesser, 1989).

The host program is also responsible for informing their staff that a safety review will be scheduled. This includes informing staff of the purpose and time of the review, making sure that all pertinent program administrators are on hand for the review and final debriefing, and assigning a knowledgeable staff member to advise the review team so they can effectively conduct the review (Wade & Fischesser, 1988).

Finally, it is important for the host program to plan carefully the costs of the review. The costs of a safety review will very depending upon the number and source of reviewers as well as the length of the review.

Role of the Reviewers

The role of the reviewers is to act as a consultant. During their visit, it is the reviewer's responsibility to provide an objective account of what is observed and make recommendations for improvement. These recommendations are communicated to the host program at the end of the review period. Initially, the review team will meet with staff members of the host program to verbally communicate their observations and recommendations for improvement. During this time any clarifications regarding observations made are discussed and solutions to problems observed are formulated.

Once these recommendations have been voiced to the host program, they are then included in a written report and delivered to the host program. When the final written report has been received by the host program, it is generally the responsibility of the host program to respond to the review team leader regarding their agreement or disagreement of the suggested changes. Included in the response is an outline as to how the suggested changes are to be implemented. The review team leader will usually make a follow-up call to the host program to discuss any problems that may have developed in implementing possible changes in program policies and procedures.

Final Thoughts

The safety review process is certainly an important and necessary aspect of any risk management plan. Simply conducting a safety review will not guarantee that your program will never experience an accident. It will, however, provide your program with the evaluation information necessary to lessen the chances of an accident from occurring. Like any evaluation process, the usefulness of a safety review is dependent upon whether any suggested changes are implemented or there is clear documentation about why recommended changes are not made.

In addition, the safety review should not be viewed as a threatening checklist process. Instead, it should be viewed as a process that will help the program's administration and staff become more knowledgeable of program operations. As a result, the services provided will be of a higher quality and safer for program participants.

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Building Community To Strengthen, Grow, and Revitalize Your Outdoor Program

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Abstract—Tremendous potential exists in the relationships and groups that form between participants in shared adventures. Through mutual support, the enthusiasm and energy in these groups can nurture and strengthen both the program and the people it serves. This system of mutual support is the foundation of community. The degree to which a program is able to tap this energy source depends on its ability to understand and serve the interests of potential community members.

Introduction

Shared adventures can be very powerful experiences. They often result in the forming of relationships and groups that seek to re-create the values and pleasures of their common experiences. Such networks and relationships often exist with or without the support of the programs where they are formed. They represent tremendous potential for outdoor programs. The energy and enthusiasm that resides in these groups responds to support, and this reciprocal energy can be focused into a cycle of mutual support that nurtures and strengthens both the program and the people it serves and works with.

This cycle of mutual support is the foundation of community. Recycling energy—which this paper will refer to as the Juice—springs from and feeds on a community's own creativity and interaction, producing inspiration, enthusiasm, growth, and, every now and then, celebration. Most outdoor adventure programs contain an element of this phenomenon. The degree to which a program is able to thrive on this energy depends on their ability to understand and serve the interests of potential community members, and to express program needs to community members.

By taking the initiative to promote a community, your program becomes the hub and cycling point for the Juice. Juice is the life's blood of your community. This paper will present suggestions for community building for outdoor adventure programs, and ways to become involved in the process of generating, absorbing, recycling, and passing on the Juice. By harnessing the Juice, your program is fed and charged, and in turn feeds and charges others.

Steps to Community Building

The following point by point listing makes the community building process look more mechanically structured than it actually is. In reality, as each of these steps are implemented, they become part of an ongoing process, each occurring simultaneously, each continuously evolving and transforming to meet the changing conditions of the community and its participants.

1. Develop a "statement of community" for your program. The purpose of your program in a community, and what role it hopes to play.

2. Identify desired community members. Populations that share your values, have something to gain from you, have something to offer you.

3. List needs, interests, and any other qualities that will provide the basis of community exchange and support. What can they offer you, what can you offer them?

4. Design ways to deliver and obtain elements of exchange. Giving and getting what's needed to keep the community going.

5. Recruiting desired populations. Projecting/selling your statement of community.

6. Maintaining a healthy community. Assure consistent meeting of member expectations; keeping the juice flowing.

Statement of Community

Be prepared to make a clear and direct statement concerning your desire to form community. Be bold. The clearer and more direct you are about your intentions, the more likely you'll be to attract the kind of people who will thrive within your community.

Your "Statement of Community" is the philosophical basis of the role of community in your program, and the role of your program in community. It states the values and opportunities your community offers. It becomes the reference point for all community promotion and involvement with respect to your program. Example:

"Our program is an open door to the values of adventure and the natural world. We provide a place for people to share energies and experiences in the pursuit of outdoor skills, personal growth, and friendship. We offer training, outings, and support in exchange for your involvement. We are open to all. Join us!"

While this example may not exactly suit your program, and may not say enough to suit you, something like it should appear in your publicity and publications, and make its way into

interviews or articles written about your program. Your staff should be thoroughly familiar with it, and understand how to present and expand on it to those they serve. Some form of statement of community should be part of any introduction or orientation of new groups or individuals, including during classes and outings.

What Can You Offer

What is it your program participants want besides learning a new skill or having a new experience? What is it your staff wants besides a paycheck? For both populations, most answers come under the categories: friendship, growth, partnership, and appreciation.

Friendship

To most of our participants, the desire to share experience, make contact with others, and develop new relationships is of equal or greater importance as the specific trainings and tours we provide. You program's social scene and social opportunities are the vessels through which the juice of your community flows. Creating ways for social connections and interaction to happen is essential for programs that wish to build community.

- **Welcome.** Let people know you appreciate their interest in your program. Make them feel safe and accepted. Make it clear that you care about them and their interests as much as your own. First impressions are extremely important in this regard, so make sure your employees and guides understand the importance of projecting these attitudes. Beware and break down cliques and guide/instructor elitism.

- **Prioritize to Socialize.** Make providing social opportunities of equal value to other program purposes. Make it a formal objective (develop specific strategies, look for ways to be increasingly effective). Promote it, make it a topic of discussion among staff and users.

- **Mix It Up.** At pre-trip meetings and during courses and outings, take time for people to get to know each other. Introduce ice-breaker and mixer activities/games early on. Distribute tasks that require teamwork and cooperation (e.g., cooperatively preparing meals, joint management of group gear) among participants. Part in the evenings or after activities!

- **Epic Adventures.** Design activities that stretch the abilities and resources of the group. This does not mean inducing a marginally safe situation. With most groups, "perceived risk" factors can be manipulated to produce the desired effect. Joint efforts on successful epic adventures virtually guaranties the bonding or strengthening of friendships and small communities.

- **Savor the Experience.** Post-outing gatherings (e.g., food, fun, and flicks) are a place to celebrate and relive experiences. Relationships are rekindled here along with an enthusiasm that often acts as a catalyst for future activities.

- **Special Events.** Socials, parties, awards ceremonies provide a place where you can celebrate the values and fruits of your community. They offer a chance to recognize and mix with other community members.

- **Clubs & Networks.** By providing support for special interest groups, your program provides a setting for the continued development of relationships after trainings and outings.

Growth

The opportunity for ongoing learning and growth is a key to long-term associations with both participants and staff. You may want to offer trainings at a discount or for free to those who invest a significant part of themselves in your program. Here are a few approaches:

- **Sequential Trainings.** Allow participants to develop progressively higher levels of skill and confidence.

- **Clubs & Networks.** By providing support for special interest groups, your program provides a setting for the continued development of skills and confidence.

- **Leader/Instructor Trainings.** Provides a pathway and goal for long term participants who want to become more significantly involved in your program. For many, learning to teach or lead accelerates and solidifies activity-based skills.

- **Delegating Responsibility.** Whether it be to staff or participants, the more you can comfortably give away, the more opportunities for personal growth you create.

- **Advanced Skills Trainings.** Extends involvement of long-term participants and instructors by providing new ground to break, usually leading to higher quality instruction and leadership.

- **In-Service Trainings.** Techniques and strategies for becoming a better instructor, how to deal with difficult leadership issues, safety and emergency response, gourmet trailside cookery, etc. Most appreciated when presented as an option rather than a requirement. Bringing in well-known expert on the subject every now and then has a way of pumping things up.

Partnership

People want a piece of the action. The more they feel they are contributing to your program, the more commitment they'll have to it. Open up to interaction, listening, and sharing ownership with your community members.

- **Active Two-Way Communication.** Let people know you're interested in their wants, ideas, and suggestions. Actively project an interest in their feelings and opinions—say it! Ask people what they think. Take time to listen. Orient your staff to do the same. Form focus groups or advisory committees to make recommendations on how you can do things better.

- **Passive Two-Way Communication.** User surveys, suggestion boxes, activity evaluations can provide ongoing user feedback.

- **Active Response.** Take action on good suggestions or reasonable complaints whenever possible. Make sure everyone involved is informed when you take action on their recommendations. Explain why you aren't able to when you don't.

- **Involve.** Involve people in design, planning, and decision making in their own activities whenever possible. These are the actions that engender a sense of ownership.

- **Delegate.** Give up control to those willing and able to take responsibility. Don't be afraid to ask! More often than not, people will appreciate your confidence in them.

- **Co-Sponsor.** Pursue partnerships with other groups for the creation of events and activities. These joint productions develop bonds that can link entire communities, expanding resources, promotion, and potential participants.

Recognition

People want an need to be recognized for their efforts. Lack of recognition is a major demotivator for community members. Perhaps the most difficult role a community builder must perform is to remain aware of all those who have contributed and not let anyone feel taken for granted.

- **Personal Power.** A sincere personal expression is the most powerful method of appreciation. Notes, phone calls, personal encounters; choose what's most appropriate. Remember, just about every active member of your community deserves and appreciates a compliment, but too many off-hand compliments dilutes your credibility as an appreciator.

- **Staff Awareness.** Train staff to be aware of the importance of recognizing contributions; share thoughts on who to and how to best express recognition.

- **Special Events.** Roasts, awards ceremonies, etc., provide a forum for recognizing contributions.

- **Printed Announcements.** Listing groups and individuals in publications is one way to express appreciation when there are too many to recognize individually.

Getting What You Need

The keys to getting what you need from members of you community are simple. If you provide them enough opportunities for friendship, growth, partnership, and appreciation the Juice will flow. To bathe in the rejuvenating energy of the Juice flow, just get out there and mix it up with your community members (no hiding behind a desk).

If there are specific needs your program has, whether it's for ideas, material resources,

volunteer labor, political support, or fund raising, go ahead, come right out and ask for it. When people feel a part of a cooperating community, based on values they believe in, that works for them, the amount of energy they have for supporting it can be surprising.

It's important to explain why you are asking for their involvement, and how it will ultimately benefit the community as part of your request. This makes people feel a part of the team rather than laborers doing your bidding. Make sure you will be able to use their efforts in the manner you requested. Wasting community member energy drains their commitment. "Be careful what you ask for. You just might get it."

Suggested Methods for Asking for Community Member Support

1. **Personal Contact:** Program managers, coordinators, and leaders need to be aware of those that represent key resources and support for your community, those that can mobilize subgroups within the community, who have useful connections, who can open doors for you. Maintaining a regular connection with these people, formal or informal, checking in with their interests and keeping them apprised of your program's needs, reconfirms the cooperative nature of your relationship with them and gives them the information they need to respond to your concerns when needed.

2. **Advisory Boards and Other Active Committees:** These groups contain some of the most committed and influential people in your community. In informing them of your needs and explaining how they can help, you initiate an educating process that spreads from committee members to their many contacts, and eventually throughout the community.

3. **Phone Banking:** Best used for fund raising or getting the troops to show support in critical situations. Very labor intensive, so use sparingly and selectively.

4. **Publications:** It may or may not be appropriate to elicit specific forms of support in your program brochure, but a general statement that you appreciate, depend, or thrive on the support of those that make use of your services helps set a tone for your community. Our program lists specific volunteer jobs and work party dates along with a contact number for those who wish to volunteer.

5. **Mailers:** Another relatively expensive and labor intensive way to elicit support (especially fund raising). If you can figure out a way to keep them from being treated like junk mail by those that receive them, they can produce results. Data based mailing lists, mailing labels, and bulk mailing are the way to go.

6. **Events:** A good place to remind people that you are a community and the community needs their energy and support to thrive. The effectiveness of this message depends on helping people see the connection with a positive delivery and absolutely no hint of pressure or guilt-tripping on your part.

7. **Course and Activity Orientations & Wrap-ups:** Similar to events your activities are an excellent place to put the word out about how your community works. For example:" This program came about because of the ideas and energies of people like yourselves. If you enjoyed the experience, consider passing the energy along to others." This can take place as part of a program orientation and/or as a reminder at the end of an activity. You may want to include it in any printed material that is distributed during the activity. Make sure people know where to go to find out how to get involved if they want to.

8. **Participant Requirements:** Some volunteer-operated programs attach a requirement of

volunteer time in order to participate in an activity (equipment maintenance, activity support, etc.), particularly if the event is being offered free or at low cost. Such a structured exchange of energies for services can act as a reliable feeder of support and resources for your program. However, if not offered in the broader context of a community atmosphere, such an exchange tends to operate mechanically, resulting in little more than a one-time pay back.

Summary

This paper discussed the most immediate community an outdoor program may work with. There are other potential communities waiting to be developed. Your campus community, consisting of administrators, faculty, academic departments and student organizations and political groups comprise one. Local outings clubs, conservation groups, peer outdoor programs, and even local outdoor equipment retailers and outfitters might make up another. These potential communities carry values and interests which may be different from those of your participants and staff, and may require approaches other than those mentioned here to set them in motion. Yet all these populations are similar in representing pools of energy, resources, and support, waiting to be released in an environment open to interaction and exchange.

Community building requires a clear sense of purpose, an interest and desire to support the needs of others, and the will to pursue what your program needs in exchange for supporting others. Potential community members tend to be best served by providing opportunities for social interaction, personal growth, partnership in creation of your program, and appreciation for services rendered. Completing the exchange of energy and support requires active mixing with community members, expressing program interests and ways people can reciprocate clearly and aggressively, and assuring that others of support are always recognized.

Community is much more than a simple bartering of resources for services. There are the intangibles; the feelings and the energies of community. There is a sense that the shared values of the group are more important than the individual interests of any of its members. People trust that the community as a whole is somehow greater than the sum of its parts, and that whatever they invest will eventually pay off. They often display a commitments to the community producing contributions which exceed any immediate benefits the community may provide them.

These intangibles are the untapped bonuses that can emerge when a program becomes actively involved in the nurturing of community. When all the arteries are open, the Juice flows freely and the community takes on a life of its own. The outdoor community becomes an organism that generates its own growth, revitalize itself and those connected to it, and provides for its own future health and security.

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Developing a College Outing Program

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Abstract—The field of college outdoor programming is relatively young, and the development of standards and procedures has been done with little documentation. In particular, more systematic information is needed in the area of establishing and developing programs. This paper describes 15 sequential steps or guidelines which should be useful for the inception of new programs and development of existing ones. It is based on an extensive literature review, a survey of California programs and personal visitations and interviews.

Introduction

The purpose of this paper is to provide a list of guidelines and examples for establishing or developing a college outing program. Before discussing these guidelines, a brief background and a literature review on the college outdoor programming field is helpful. Individuals in the field belong to one of more organizations. One is the Association of College Unions International (ACUI). ACUI is one of the main networking organizations, since the majority of college outing programs are administered by student unions. The National Intramural Recreational Sports Association (NIRSA), the American Association of Physical Education Health and Recreation (AAPEHR), and the Association of Environmental Educators (AEE) are also common sponsoring organizations. The problem is that there is no one organization specifically oriented toward college outing programs, nor do ACUI, NIRSA, AAPEHR, and AEE network information concerning college outing programs.

Realizing a need for a college outdoor program association, outing program administrators organized the first Conference on Outdoor Recreation in 1984. Although conferences were held in 1986 and 1988 and attracted more and more interest and participation, no organization of college outing programs has yet been established.

Little has been published on college outing programs. With no formal organization, literature has been scattered and unorganized. Proceedings of the three conferences have been

invaluable in the preparation of this project, but do not provide a systematic approach to establishing a college outing program—most of the information is applicable to existing programs and their concerns.

Leadership and Administration of Outdoor Pursuits (Ford and Blanchard, 1985) is the single most important resource for a potential outing program, containing information on outdoor skills as well as program administration. It is comprehensive, but does not address any of the examples specific to college programs. *Common Practices in Adventure Programming,* published by AEE (Johanson, 1987), is an excellent source of programmatic guidelines and trip procedures, but it does not include organizational and administrative information necessary to establish a college outing program. Ron Watters' *Outdoor Programming Handbook* is the only known publication of its kind, similar in purpose to this project, but his emphasis is on the common adventure method established at his campus, Idaho State. Grimm (1973), Mason (1974), Leonoudakis(1985), Rennie (1985), and Simmons (1976) also have published papers describing common adventure programming. Other programming handbooks utilizing club, class credit, or guided method are not currently available. Therefore, a study of other methods, and in this case, the guided method, is in order. Most college outing programs have been developed in the last twenty years. Now that they have become established, there is a call from the field to organize and professionalize. Specific areas of concern include leadership training, risk management, funding and selling to administrators, and promotion of programs. These and other concerns will be addressed in the remaining pages of this paper.

The following 15 steps to establishing a college outing program have been derived from a literature review, visits and communication with other college programs, and personal experience with Adventure Outings at California State University, Chico.

Establishing a college outing program should be approached in the following order:

Step 1. A statement of philosophy, goals, and objectives.

Objectives should reflect a philosophy of participation (Shirer, 1985).

Simmons (1976) lists objectives for a common adventure program:

- to be initiated, directed, and operated by participating individuals to provide opportunities for new experiences
- to provide a variety of opportunities in the outdoors
- to seek and identify human and material resources which will broaden the scope and variety of outdoor experiences
- to provide participant enjoyment
- to remain safe
- to develop new interpersonal relationships
- to be low cost
- to develop various wilderness related skills
- to help participants become self reliant

Simmons (1988) experienced distrust and neglect from university administration and competition for space, recognition, facilities, equipment, and participants with other departments on campus. He advises linking the outdoor program objectives to those of the college, an important strategy when applying for funding. An objectives statement that is familiar to college administrators will more likely be approved.

Watters (1986, p. 27) cites legal reasons for stated program goals. Most importantly, benefits to society should be clearly articulated to outweigh the risk to the individual in the eyes of the court. A program that has contemplated and constructed these ideals is considered in the eyes of the law to be more professional and less negligent.

Step 2. Consider methods of participation.

Four distinct methods of outdoor programming and administration have developed: a) club, b) common adventure, c) educational, and d) guided.

The club method is the outdoor recreation organization that has a campus charter, an internal hierarchy and decision making, dues collection, equipment stewardship, and membership requirements. Club method is the least expensive system of organization in terms of administrative time and money commitments, relying instead upon the energy and enthusiasm of members. Clubs have the problem of being viewed as exclusive, and also fluctuate from year to year under the direction of student leaders.

The common adventure method is an outdoor recreation structure where no one is paid for leadership, costs are shared, and all participants share responsibility for the success of a trip. Administration may be provided by paid staff.

Leonoudakis (1985) lists examples of leadership action in the common adventure method:

- Setting a goal
- Identifying needs
- Devising a plan
- Identifying a problem
- Presenting options or alternatives
- Defining how decisions will be made
- Asking other people's opinions
- Requesting advice
- Calling for a vote
- Establishing consensus
- Keeping discussions focused/on track
- Collecting and organizing information for discussion
- Delegating responsibility
- Making a decision
- Promoting an issue or concern
- Initiating the introduction of people to each other
- Negotiating changes in plans
- Arbitrating a debate or difference of opinion

Some of the problems inherent to common adventure become apparent from this list, which Leonoudakis also identifies:

- Confusion when everybody's idea about what cooperation means turns out to be different
- Disappointment when the trip turns out to be less challenging than expected; anxiety when the trip turns out more challenging than expected
- Resistance when the trip turns out to require more work than expected

- Withdrawal or resistance when decisions are being made in away people are not prepared for
- Frustration when most of the responsibility for the trip seems to fall into the unwilling trip initiator's lap
- Impatience when the group can't seem to make a decision without hours of haggling
- Frustration when the group seems to take forever to get anything done
- Conflict when an individual attempts to dominate or manipulate an unwilling group
- Conflict arising out of irreconcilable differences of opinion
- Resentment when people insist on telling other people how to do their job
- Personality conflicts
- All kinds of problems when individuals or factions develop different or conflicting goals in the middle of the trip
- Alienation when a group remains isolated from each other throughout the trip
- Disenchantment with the cooperative adventure process when interpersonal bummers ruin an otherwise fine trip

Rennie (1985b) also lists from his experience some of the problems with common adventure:

- Assuring that a minimum level of activity will take place
- Lack of understanding of the system or a lack of confidence their ability to initiate a trip under such a system
- Lack of personal transportation or other resources to make the trip happen
- Fear of getting a "turkey" or other non-conforming person on a trip and having to take responsibility for that person
- Concern over personal liability
- No need to initiate trips through the program by individuals who have their own friends, skills, and equipment.

Advantages of the common adventure method include:

- Minimum of administrative time involved
- Development of cooperative skills and democratic process among participants
- Development of self-reliance among participants
- Minimum of liability to sponsoring agency (the general consensus, although there is some debate that common adventure might be more liable because of less structure and control)
- Unlimited amount of outings possible

The educational method involves outdoor recreation and leadership classes offered for credit through the college, usually by the recreation or physical education departments, or sometimes through extension courses. Establishing an educational method outing program requires friendly ears and funding from within the physical education or recreation department, a difficult task for an outsider.

The guided method is the outdoor recreation structure most resembling private entrepreneurism—the agency provides services and charges a fee to participants. Establishing a guided method outing program requires making a proposal to a sponsoring organization, usually the student union.

Educational method and guided method programs have the following advantages:

- trained leadership
- safety
- professionalism
- efficiency of time involvement for the participant.

Webb (1989) suggests that the method of participation should reflect: (a) local demographics, (b) financial source and size, (c) geography of the surrounding area, (d) traditions of the past, (e) political and organizational structure of the college, and (f) interests of the outdoor program administration. If there is currently no existing method established, Webb states that the most important consideration is funding source and size. Watters(1984) implies that legal liability is the most important single consideration. The current trend is toward guided method programs.

Step 3. Establish funding.

Administrators need scientific and economic rationale for establishing a college outing program on a campus where no program exists. A potential outings coordinator must be able to articulate a barrage of facts to support the need for a college outing program. Practice the phrase, "Studies have shown . . . " and be able to quote studies of benefits to the individual, the university, and society.

Several previous studies of benefits of outing programs have involved outdoor pursuits, thus limiting their application to outdoor programs in general. However, a well-designed program of offerings should include outdoor pursuits, only to be able to cite the impressive benefits in funding proposals.

Debate over funding sources surfaced in sessions of the 1988 Conference on Outdoor Recreation. Local businesses have recently begun to complain and, in some cases, file suits against college student unions because of unfair business practices. Their claim is that pays-its-own-way programs have unfair advantage because of its location on campus and the implied endorsement of the university. Subsidized programs, then, would seem to have an even greater advantage, but in most cases programs are aware of this and make effort not to engage in competition with the private sector, either by limiting advertising or by providing non-competing, cooperative services. Whatever the funding, a survey of local outdoor business should be conducted by any developing college program.

Step 4. Develop a ranking of student outdoor recreation needs and use patterns.

Surveys of existing programs by Blundell (1982) and Webb (1990) of Brigham Young University are helpful for an overview of what is going on around the country in college outing programs. In the pre establishment phase of development, assessment should come from: (a) literature review, (b) information form other colleges, and (c) on-campus surveys. After the outing program is established, ongoing assessment should include: (a) the three methods used in the pre-establishment phase, (b) evaluations from outing participants and leaders, and (c) observation by the outing program administration.

Step 5. Develop a risk management strategy.

Within the current sue-happy legal climate, the major concern for most outings today is liability. Risk management involves establishing insurance, limiting liability (as with a waiver form), trip leader training and certification, and outing rules, procedures, and emergency strategies. Watters (1984) gives examples of waiver forms for both guided and common adventure programs, and warns that the inclusion of the word "safe" in objectives and waiver forms might increase liability. Varying types of waivers are used by programs. The Idaho State waiver is one of the most thorough, including a listing of all perceivable accidents. Lawyer Tim Boone has represented outing programs, adding some clarity to the tort liability issue, and has updated waiver forms for the benefit of outing programs.

Step 6. Obtain a site.

An office is essential for program identity and a base of operation for administrative planning and records. The student union may be an ideal location because of its high use and visibility, but beginning (or even established) programs often find themselves in space politics, stuck in a basement or some other undesirable location. Maximum exposure and maximum size are two variables that might conflict. The real program location, however, is the outdoors, and sometimes you must "go with what you've got" and not dwell upon inadequate indoor space. Successful programs and increased participation rates may eventually persuade administrators of the economics of a more suitable space.

At the bare minimum, a site includes desk space for trip planning and record keeping, and a telephone. When the program begins accumulating equipment, space will be needed for storage.

Many programs incorporate a resource center for outdoor information within their office site. Included in this resource center can be trip information files, handouts and brochures, equipment catalogs, outdoor periodicals and books, maps, bulletin boards, video tapes and players, slide viewers, and tables and couches for comfortable lounging, planning, and recollecting.

Step 7. Obtain equipment.

Watters (1984) suggests a minimum equipment list for a new program. Equipment needs, however, will be dependent upon the initial budget, space for storage, and local out-door recreation opportunities and priorities. Outdoor equipment trade shows (for example the Outdoor Retailer August show in Reno) provide a ready access to manufacturers who are anxious to give special deals to college programs because of the exposure of their product to a wide market.

Skrastins (1989) demonstrates successful business practices in managing a rental center and equipment for outings. Webb (1989) has developed a sophisticated inventory system for rental and retail management.

Most professionals agree that quality equipment is preferred because of reliability, durability, less down time, and reduced liability. Cheaper brands, however, often foreign made copies of name brands, deserve some consideration. There isn't much need to take a $200 4-season tent backyard camping when you can purchase five tents of sufficient quality at $40 each and build up inventory at a faster rate. Repairs will be needed more frequently, but remember that your labor costs (work/study or volunteer) will be much lower than manufacturers' labor costs.

Step 8. Establish a transportation policy.

Watters (1984) discusses the liability problems of different transportation means and suggests a separate waiver form for drivers. Most participants and leaders prefer transportation provided for the group in a single vehicle such as a van or bus, for economy, simplicity, and group unity. Many programs, however, cannot afford vehicles and transfer the hidden costs of transportation (insurance and upkeep) to the drivers of carpools. Some method should be devised to reimburse drivers for these hidden costs to reduce participants' reluctance to use their vehicles.

Common Practices in Adventure Programming (Johanson, 1987) recommends that each program should:

- maintain written evidence that all motor vehicles and trailers are regularly inspected, serviced and maintained to insure safe operating condition
- equip vehicles used to transport staff or participants with a stocked first aid kit, driver information sheet, and emergency accessories such as chains, tools, fire extinguisher, and flares and/or reflectors
- maintain written driver qualification and training standards for those staff who will drive program vehicles used to transport participants and/or pull trailers
- have written safety procedures such as safety education, pre-trip vehicle check, loading and unloading, seating, and highway stops (planned and unplanned)
- not allow passengers to ride on the top of a load
- not transport participants in open bed trucks
- schedule driving shifts which do not exceed four hours
- use seat belts

Step 9. Develop a program of outings.

Program offerings should be based upon information compiled from: (a) student surveys, (b) other colleges' offerings, (c) a survey of past weather patterns of the area (refer to Climatological Data, by the National Oceanic and Atmospheric Administration), (d) area maps, (e) offerings of other outing programs (such as Sierra Club) in the area, (f) equipment available, (g) leadership available, (h) transportation available, and (i) legal and liability constraints. The outings should be listed in advance in some sort of brochure or calendar.

Ewert (1989, p. 134) identifies emerging trends in outdoor adventure pursuits:

- greater emphasis on minimum impact camping and travel techniques
- increased use of outdoor adventure outfitters
- increased use of highly structured programming
- changes in clientele with respect to demographics (older), expectations (more demanding), and motivations (image, excitement)
- greater reliance on technological improvements in equipment
- diminished use and knowledge of traditional outdoor skills
- more sophisticated delivery of material
- more specialization of expertise, i.e., instruction for business clients, youth, special groups, etc.

Current trends in programming include freshman orientation wilderness programs (O'Keefe, 1989) (Stremba, 1989), minorities inclusion (Neubert and McPhee, 1989), special populations

programming (Shirer, 1989), and women's outings (Miranda and Yerkesin Meir, 1987). A developing program, however, needs to concentrate on basic offerings such as canoeing and camping before becoming trendy.

When planning for student groups, try to incorporate outings that require a day or less; surveys indicate that most students have less than one day of recreation time allotted on weekends. Avoid self-reference criteria (planning trips that are challenging to you or the staff)—outings must be aimed at the skill level and interest of the students. Another important concern is the issue of perceived crowding. In general, people visit recreation areas as members of social groups and wilderness areas to escape social groups.

Step 10. Develop a marketing and publicity strategy.

Bursk and Morton (Britt and Guess, 1985) define marketing as all the functions in the process of causing goods or services to move from conception to the ultimate consumer. Included are marketing research, design of the service, distribution, personal selling, advertising or other promotion, pricing, and planning of overall market strategy. The challenge is that ours has become a marketing economy, not a production economy—implying, in the case of outdoor programming, that no matter how good proposed trips seem, there really is no product until it is successfully marketed.

Kotler and Fox (1985, p.7) state that marketing specifically for educational institutions is "designed to bring about voluntary exchanges of values with targeted markets to achieve institutional objectives. Marketing involves designing the institutions's offerings to meet the target market's needs and desires, and using effective pricing, communication, and distribution to inform, motivate, and service the markets."

When considering marketing, the program must determine priorities. Is the program to be subsidized or self supporting? Is the program aimed mostly for students or are community members to be courted?

For publicity, campus and local newspapers, radio, and television often provide public service announcements at no cost to non-profit organizations. Flyers, calendars, and mailing lists are other common publicity methods. The campus needs assessment survey should be constructed to be a useful marketing and publicity tool.

11. Develop a staff.

Staffing can be by (a) volunteers, (b) interns, (c) apprenticeships, and (d) paid positions. Volunteers are the least expensive, but require training and sometimes are not committed or reliable. Interns require cooperation and sponsorship with a department of the university and need supervision, but can be worth the time commitment. Apprentices work their way up through the system and are a valuable part of any program. Paid staff should provide the most reliability.

Some programs, such as the Escape Route at Cal Poly, San Luis Obispo operate entirely with a volunteer staff. Volunteers can earn class and internship credit, as well as working their way up through the system to positions of prestige. Policies for volunteer benefits such as use of equipment, free or discount outings, and pro deals on equipment should be established. In some programs, volunteers work their way up through the program to paid positions. Investigate federal and state work/study allocations—these programs cover 70-50% of students' wages.

12. Develop plans of instruction for outdoor leaders.

Qualified student leaders may be hard to find in the planning stages of the program. Initial outings may have to be limited to: (a) the expertise of the administrative staff, (b) contractors, and (c) community members. Once the program is in operation, trained or trainable student leaders will hopefully emerge.

One advantage of the educational method is the length of duration and motivation of students to complete course requirements. Nielson (1989) has developed a comprehensive 13-page checklist of competencies in conjunction with the staff training program classes through the Department of Recreational Sports at Colgate University.

At CSU, Chico student leaders are developed through are creation department class offering Wilderness Education Association certification. The W.E.A. teaching model is based on four common elements of every program: (a) that every leader is different; (b) that every individual and group is different; (c) that every program situation is different; and (d) that every program and participant must be evaluated. Cain (1985) lists the Wilderness Education Association's 18-point curriculum:

- Judgement/Decision-Making
- Leadership
- Expedition Behavior
- Environmental Ethics
- Basic Camping Skills
- Group Process & Communication Skills
- Expedition Planning
- Specialized Travel/Adventure Activity
- First Aid, Emergency Procedures, Survival
- Health & Sanitation
- Rations
- Equipment
- Clothing
- Travel Techniques
- Navigation
- Weather
- Natural & Cultural History
- Evaluation

Certification is a currently debated topic and not likely to be mandated as an industry in the near future. A survey of California college outing programs revealed that, while almost all programs require some kind of certification such as CPR and First Aid and conduct their own in-house training, only three of 13 required a leadership training course. Pros and cons of leader certification have been discussed, but one thing is certain—a currently certified leader will require less training than an uncertified "wannabe."

Step 13. Develop files of accumulated program knowledge.

A college outing program will always be in a state of transition as leaders and participants graduate and move on. Program files, then, are essential to the smooth transition of leadership.

Files may also include participant evaluations, maps, general information on specific activities or geographical areas, and ideas for potential outings.

Step 14. Develop manuals for program policies and procedures.

Assuming that the program is now functional, every-thing should be put in writing for the benefit of staff and volunteers. Improta (1985) states that for programs charging a fee (guided and instructional methods), activity procedures and techniques should be written and up to date. As with trip files, staff handbooks are important in any business with a high turnover rate. As there can be an unlimited amount of information to include in a staff handbook, it is important to keep it as brief as possible, so that it is read. Adventure Outings uses a general information handbook, with addenda for specific activities.

Common Practices in Adventure Programming (Johanson, 1987) can be used (or even copied) for many activity and administrative guidelines. "Notes on the 3rd Edition" (p. v) proudly states that portions of the document have been made part of agency contracts, included in staff training manuals in both the public and private sector, and frequently used as the basis of peer reviews.

Braun (1988) points out that the relationship of standardized instruction and tort liability is that the establishment of a standard of care and adherence to a standardized instructional system provide documentary evidence to the highest standard of professional care. Written instruction and staff manuals, then, not only show the program's maturity, but commitment to the highest industry (and legal) standards.

15. Reassess and grow.

Any business—especially one with the dynamic and vibrant clientele of college students--must keep in step with current trends. Just when you think everything is running smoothly and you want to sit back and watch your pension grow, it's time to reassess student needs, program needs and opportunities, and your own personal weaknesses. Outings coordinators ranked opportunities for personal improvement (Neubert and McPhee, 1989):

1. Fiscal management/business
2. Outdoor technical skills
3. Marketing and promotion
4. Communication--written
5. Liability
6. Communication--oral
7. First aid/E.M.T./ backcountry medicine
8. Ropes course knowledge
9. Analysis of group dynamics
10. Interpersonal skills
11. Delegation skills
12. Risk management
13. Time management
14. Leadership training
15. Fund raising

Outings coordinators have to be multi-talented, bureaucratic, scientific, and business-like

to appeal to various administrators, yet skilled, understanding, communicative, and even mystical enough to appeal to student leaders and participants. In the constantly changing arena of a college community, outings coordinators must be dynamic and adaptive. The inside joke about students is, "They're getting younger every year."

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An Overview of North American Experience-based Training and Development

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Abstract—This paper describes the scope, goals, activities, and philosophical foundations of the field of experience-based training and development (EBTD) as it is practiced in North America. It also reviews the general media, business literature, training and development literature, and several surveys which were specifically designed to describe the field. Through this paper, it is hoped that the adventure recreation and education field will be better informed and that future discussion and research of EBTD effectiveness and theory will be facilitated.

Introduction

Management consultants are largely in agreement that to be successful in the next century, organizations must look to their people as their number one resource (Drucker, 1989; Peters, 1989; Naisbitt & Aburdene, 1990). To do so and to get the most out of their people, organizations are increasingly turning to the relatively new strategy of experience-based training and development (EBTD).

EBTD goes by many other names: outdoor based training, outdoor management development, professional development programs, adventure training, outdoor experiential development, etc., but for the purposes of this article the term experience-based training and development (EBTD) will be used as it is both an accurate name and one that is gaining acceptability. EBTD is a process which uses hands-on challenge or adventure, usually in the outdoors, combined with review and feedback, to improve work place performance (Miner, 1991). Advocates assert that EBTD has a positive impact on the development of skills such as communication, conflict resolution, decision making, leadership, problem solving, risk taking strategies, role clarity, self awareness, team building, and trust.

With interest mounting in EBTD, experiential and adventure professionals from the fields of recreation, education and therapy are looking to EBTD programs as another venue in which to practice the power of challenge and adventure. This article is designed for those recreational professionals who have considered running their own EBTD programs or who are simply interested in this newest variation of adventure education.

Outdoor experience-based training and development (EBTD) is a relatively young form of corporate and organizational development, having been use in Britain for only about fifty years and in the US for less than twenty. Because of this, the business orientation of the field, and the fact that human behavior is a very difficult subject to study, little research has been done on EBTD. Therefore, like even its name, there is much confusion and correspondingly little documentation, as to what exactly is EBTD. To examine EBTD as it is practiced in North America, this article will review EBTD's scope, activities and settings, purposes, participants, client organizations, providers, crucial factors, and philosophical/theoretical foundations.

Extent of the Field

Recently Laabs (1991) reported that one half of one percent of the $45 billion US firms annually spend on training and development goes to EBTD. Estimates of a more conservative nature put annual sales at about $100 million (Thompson, 1991); no matter which figure is used, the money spent on EBTD is clearly substantial.

Several surveys have specifically examined the question of EBTD extend. Wagner, Baldwin, and Roland (1990) looked at the question of extend from the client companies' point of view. In a random survey of Fortune 500 companies and members of the American Society of Training and Development, they found that over 13% of US companies used some form of EBTD. It is unknown how many people or dollars this equates to.

Two surveys recently examined the same question from the providers' point of view. Extrapolating from the results it can be estimated that between one hundred and two hundred thousand participants partake in EBTD annually (Aronson, 1991; Miner, 1990).

Activities and Settings

The activities which constitute EBTD are often stereotyped in the popular media to be the "three R's"—rock climbing, rafting, and ropes courses. In reality, the activities are more varied and less risk oriented. Providers in the US reported that almost half of their programming consists of initiative games (Miner, 1990). Nearly a third of the activities were ropes or challenge courses with the remaining split between rock climbing, rafting, canoeing, sailing, mountain climbing, and others. Programming considered to be traditional wilderness activities were reported to be used relatively little.

One aspect of the activities which the general media often overlooks when it examines EBTD is the crucial component of processing and debriefing the experience. Debriefing, considered by Wagner, Baldwin, and Roland (1991) to be the most important aspect of EBTD, made up almost a third of all the time spent on activities (Miner, 1990).

In trying to conceptualize the various activities and how they are related, Wagner, Baldwin, and Roland (1991) usefully divided activities into two kinds. The more common type they have labeled "outdoor-centered training." Outdoor-centered training is held at some kind of facility, a resort or conference center for example, in which participants sleep indoors, but do

outdoor activities such as initiative games or ropes/challenge courses. About a quarter of programs are what the authors call "wilderness-centered," in which participants sleep outdoors in remote areas and participate in high adventure activities such as rock climbing or rafting. As might be expected executives tend to participate in the more expensive wilderness-centered programs, which intact work teams are more likely to be found with the outdoor-centered programs.

Surveys by Aronson (1991) and by Miner (1990) have shown that average program length is two to three days. Many EBTD practitioners see a trend towards more one day programs as industry tries to cut costs in an era of uncertain futures.

Goals

EBTD is used for a wide variety of goals. The uses most widely cited include team building (including trust and communication), self-esteem, leadership, decision making, problem solving, and risk taking. Other uses include ethics, value clarification, conflict resolution, and diversity.

In surveying providers of EBTD it was found that over half of the providers' main goal was to enhance teamwork (Miner, 1990). Another quarter of the primary focus was on leadership, with slightly less than 20% on individual development. Providers were asked what they considered the most important managerial skills which EBTD enhances. They listed communication and trust as their first two choices, followed by individual skills such as self awareness, problem solving, leadership, and decision making. Wagner, Baldwin, and Roland (1991) found that wilderness programs focused on leadership and decision making while outdoor-centered programs predominantly addressed team building, with individual growth a secondary goal.
Participants

In survey sent to providers of EBTD, Miner (1990) found that a quarter of the clients were classified as executives. Over a third were listed as low-to-mid level management. A fifth of the respondents were mixed levels.

Who are the client organizations of EBTD? Miner (1990) also asked about the organizations being served. Sixty percent of the client organizations were for-profit companies with 50 or more employees. Just slightly more than 10% of the client organizations were classified as non-profits. EBTD appears to be used primarily by corporations, but also by a wide variety of organizations including hospitals, educational groups, and non-profits (Aronson, 1991).

As previously mentioned, estimates put the number of EBTD participants somewhere between one hundred thousand (Miner, 1990) and two hundred thousand (Aronson, 1991).

Providers

There may be as many as 120 providers of EBTD in the US (Scovel, 1990). A listing in the Journal of Training and Development (1991) included over 100 organizations who provide EBTD.

Many provider companies do EBTD as only a small part of their over all training and development, or experiential education work. Miner (1990) found that on average less than a third of all work done by provider companies is specifically EBTD, for the great majority of providers, EBTD is one kind of program among many that they offer.

Miner (1990) delineated three kinds of EBTD providers from his survey data: (a) those providers that come from an experiential or adventure background and primarily use experi-

ential methodology for therapy, education, or recreation and only occasionally do EBTD; (b) those that come from a training and development or organizational development background and do EBTD as on of their intervention strategies; and (c) those providers who do exclusively EBTD.

To try to determine what backgrounds EBTD practitioners have, or at least what backgrounds are most sought, Miner (1990) asked providers of EBTD what they valued most in their trainers/leaders. The skills listed first were organizational development, followed by outdoor/technical, and then training/personnel experience. Counseling/psychology background was rated last, just before business experience.

The abilities of the EBTD facilitator are important (Wagner, Baldwin, and Roland, 1990). Providers ranked a skillful trainer/leader as the single most crucial variable for successful EBTD (Miner, 1990). If facilitator skills are the most important variable, then training for trainers is obviously vital, yet little mention of this is made in the EBTD literature. Each facilitator worked with an average of over eight participants (Miner, 1990).

Aronson (1991) asked how many hours of annual/seasonal training facilitators received. The average response was forty-six hours. One hundred percent of respondents reported that all facilitators had CPR training. The average provider company had twenty-three employees, counting full and part timers.

In enquiring about philosophies and theories contributing to providers' overall conceptual framework for EBTD, Miner (1990) found little agreement. The most commonly repeated answers were the experiential learning cycle, Outward Bound, various leadership theories, and Project Adventure.

From these responses it is apparent that practitioners identify no one theoretical or philosophical base to EBTD. Rather the field is built on a multitude of program backgrounds or outgrowths (Outward Bound and Project Adventure) and psychology and organizational development theories.

Miner (1990) asked providers what, if any, inherent problems they saw with EBTD. The question engendered a wide variety of responses including safety concerns, quality standards, professionalism or facilitators, and transfer issues.

Miner (1990) also asked what future trends providers saw for the EBTD field. The trend(s) listed by the providers can be placed into three main categories: (a) changes in the business of EBTD, including a general prediction of growth and shake-out of the field; (b) quality improvement, mainly in the form of content sophistication; and (c) other changes, mainly revolving around a formalization of the field.

Summary

As has been seen, EBTD uses the outdoors largely through a variety of low risk activities including initiative games and ropes/challenge courses, and to a lesser extent in high adventure activities such as rock climbing, backpacking, river running, and sailing. These activities are held at resorts, at clients's workplaces, at providers' facilities, and in remote outdoor settings. The field has grown to where annually it now serves in excess of 100,000 participants and may bring in as much as 250 million dollars. Goals of EBTD focus primarily on team goals and secondarily on individual growth. The greatest percentage of EBTD participants are mid-level managers, followed by executives and general staff. There are in excess of 100 provider companies in EBTD, it is often a part time aspect of their business. Most providers either come from an adventure education or training and development background. Providers articulated almost no common philosophical bases for the field.

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Experience-based Training and Development: Getting Started

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Abstract—This article suggests ways to get started in experience-based training and development (EBTD). It explores the relative advantages of such involvement and presents cautionary notes for the potential practitioner. Topics covered include researching, training, forming alliances, apprenticing, marketing, readings, activity choices, cautions, costs and benefits. Also see the paper, "An Overview of North American Experience-based Training and Development," which provides helpful background information.

Introduction

One of the fastest growing areas of adventure education is experience-based training and development (EBTD). In a quick 20 years the field has mushroomed into an industry with over 100 provider companies annually serving more than 100,000 participants (Miner, 1990). It is estimated that it is now close to a quarter billion dollar a year industry (Laabs, 1991).

With this kind of impact many adventure/recreation educators and guides are looking at the field as a possible arena in which to practice challenge education. However, the corporate and organizational environment in which EBTD is practiced is an unfamiliar culture to many, if not most, outdoor professionals. At times the corporate halls and walls which many of us spent years avoiding, can even be downright intimidating. The purpose of this article is twofold: to address this unfamiliarity and intimidation by presenting suggestions on how to get started in EBTD, and to explore whether EBTD is for you. Suggestions on how to get started will include such topics as researching, training, forming alliances, apprenticing, marketing, readings, and activity choices. For those readers who have little or no background in EBTD, the related paper, "An Overview of North American Experience-based Training and Development" will provide helpful background information.

Research and Preparation

The more you know about EBTD the better potential you have to excel. It seems simple, but it is surprising how much ignorance abounds even with experienced practitioners.

One of the reasons for this ignorance is the lack of analytical writing on the subject. Most of the articles that have appeared have been in the popular media and so are based on anecdotal stories and superficial examinations (Prud'homme, 1990; Scovel, 1990; Willins, 1985). The little scholarly work that has been done has been plagued by many of the weaknesses of the overall adventure education field, and it is largely buried in dissertations or obscure journals.

The bibliography at the end of this article will provide a start for a reading list. Far more comprehensive is the EBTD bibliography compiled by Attarian, Miner, and Priest (1991). With the growing popularity of the field, keeping current with the adventure education literature, such as the *Journal of Experiential Education*, *Outdoor Network*, and *Journal of Adventure Education and Outdoor Leadership*, will undoubtedly help as well.

The second major way to research and prepare for this new field is to get to know the culture of the business, corporate, and organizational world. Just like you would study the culture of a new area or country in which you were going to lead a trip, so you should study this new culture.

Let's face it, many of us are refugees from the corporate/business world. We've actively avoided it by choosing the outdoor profession. However, if we are going to work in this world, at the least, we must come to begin to know it and start to become comfortable with it.

One of the simplest and easiest ways to begin to understand the new world is to read business journals, newspapers, and best-sellers. Pick up *Business Monthly, The Wall Street Journal, Training,* a local or regional business magazine, or your local paper's business section. Examine the business section of your local bookstore. Sure the reading may not be as interesting as *Outside* or *Rock & Ice*, but it is crucial to be familiar with the current issues and controversies which are important to your future clients.

Examine the culture of your own larger organization. What works, what doesn't? What does your kind of program have to teach that would benefit your own organization? Talk about these issues with your staff and peers. Surrounding you is a perfect organization to study and explore. It will have the same component parts—leadership, communication, hierarchy, power, trust, etc.—that other organizations share. Get a feel for the organization as an organism.

The individual participants you will be dealing with will probably be different than the clientele with whom you are used to dealing. They may be older, more mainstream, wealthier, or more powerful. Unlike many educational or recreational programs, EBTD participants often do not actively seek the adventure in the first place, rather the activities are part of their job.

One thing EBTD participants will have in common is that they will be adult learners. Adult learners differ from younger learners in several ways including motivation, life histories, responsibilities, and physical fitness and abilities. Learn about how these adults learn. Such books as Malcolm Knowles' *The Modern Practice of Adult Education*, Alan Knox's *Helping Adults Learn*, or Stephan Brookfield's *Understanding and Facilitating Adult Learning* can help you understand how to best do this.

Training

A key way to get started in the EBTD field is to attend professional meetings. At least two national meetings annually occur. The Association for Experience-Based Training and

Development (AETD) meets in May just before the American Society of Training and Development with the 1992 meeting occurring in New Orleans. The second national group is the Experiential Training and Development professional interest group of the Association for Experiential Education (AEE). It meets in October with the 1992 meeting being in Calgary. Contact points for these organizations are listed at the end of the article.

Many existing EBTD programs are agreeable to letting seriously interested individuals observe their programs. In this way you can see how other providers operate their programs. A note of realism here: The EBTD field, perhaps because of its business connections or because it is a hot field right now, tends to be more proprietary about information than most other forms of experiential learning. Also, some client organizations will not be excited about being studied. Don't be surprised if you get some "no's" before a friendly program cooperates with your learning.

A good way to overcome resistance to observing a program is to volunteer with an organization. Whether this is simply playing "gopher," taking still or video footage, or helping to facilitate, you may be able to learn through this avenue. Obviously, the more you have to offer the organization, the more likely they will be interested in working with you.

Working

At some point you have to take the plunge and begin to work. The easiest way to do so is to start by working for someone else. Learn on their time from their existing set-up. Find out if EBTD is a line of work in which you are interested. The suggestion here is not to wander in to the field of EBTD casually, or at the expense of someone else, but to enter the field with consideration and with experience so that you can do the best job possible.

If you are an experienced outdoor programmer and have taken the research and preparation steps listed above, you should not have too much trouble finding such work. Listings for current providers can be provided by the AEE (Garvey, 1991) or found in back issues of *Journal of Training and Development* (1991).

A good compromise between volunteering and working may be an apprenticeship. These are easier to get if you are going back to school but can be arranged for anyone. In this way, you may have to commit to a structured period of time, but you can hopefully arrange for room and board or travel support.

Alliances

To succeed in the field of EBTD, providers need knowledge and skills of both the outdoor and business/organizational fields. Since the readers of this paper presumably come from an outdoor background, and most probably lack a business background, it makes sense to seek that kind of experience by forming an alliance.

Probably the most likely source for alliances are training and development professionals, either with existing firms or with independent consultants. They can provide the business savvy, while you provide the outdoor skills—a potentially perfect alliance. Training and development professionals will already have the business and organizational contacts. They will speak the language and dress the part. They will have existing credibility with the business world. They already know the marketing angles.

Many outdoor professionals have skipped this step and simply gone into business for themselves. This can work, but there is another way to look at it. Training and development professionals, who wish to use the wilderness for high adventure activity, will often hire an

outdoor professional as their guide. Does it not make sense to "hire" or work with a business professional when you enter the corporate jungle? Sure you may survive without them, but you will probably suffer less and waste less time if you start off with someone who knows the business ropes.

Another possibility for alliances are resorts or conference centers. They are natural places where representatives of businesses and organizations gather for meetings, conferences, and training. Many resorts and conference centers already have challenge or ropes courses. Determine if they have steady or exclusive relationships with EBTD providers. Perhaps you can become that partner. Those resorts or conference centers that don't already have facilities or experience with EBTD are aware of the explosion of the field. This situation could make an excellent alliance, one that provides a partner, a steady procession of potential clients, and a location to work.

If you work in a large organization you may also be able to form alliances with internal experts such as human resource professionals or internal consultants. Many larger corporations such as Norton, Federal Express, and United Technologies have formed their own in-house EBTD programs.

For those readers who work at institutions of higher education, or who have close contacts with colleges or universities, investigate forming alliances with departments of management, business schools, or continuing education departments. Schools such as Cornell, Denver, and Kentucky have had very successful EBTD programs.

Marketing

Marketing your new endeavor is one of those aspects which will be crucial to your success or failure. This includes both advertising and public relations. Since advertising is largely a matter of how much capital you are able to start with, or a function of cash flow, it will be the public relations side of marketing which is discussed here.

One of the most effective methods of publicizing your services is to do presentations. While many organizations do not want a hard pitch, they may be very interested in hearing generically about the new and mysterious field of EBTD. Naturally, if you are the expert presenting the program, you will become known as a source, a very credible source.

Presentations can be done at local training and development meetings such as a chapter of the American Society of Training and Development or the Organizational Development Network. Meetings of the local chamber of commerce or business and fraternal organization such as the Kiwanis, Rotary, or the Elks can also be fertile marketing grounds.

The great advantage of presentations is that your marketing does not appear to be advertising. It also allows personal contact with potential clients. You'll get to meet them face to face and they get to hear about you and identify you as more than just a name.

The print media is another good arena for marketing. If you are going to advertise, one of the least expensive ways is through non-profit organizations' newsletters. The local chamber of commerce, fraternal organizations, and cultural groups will have newsletters which most likely will take advertising. It is not only inexpensive, it generally will be targeted to the very business community you hope to reach.

Another way in which you can market without spending large sums of cash—always a consideration when starting in a new endeavor—is to do preview programs. These are short, perhaps half-day demonstration programs which are done without charge for potential clients and community decision makers. Potential participants might be a training and development department, resort or conference marketing office, television station, personnel office, or

human resource manager from a corporation with which you would like to do business. Or you can try a less direct approach and do a program for the local chamber of commerce or other business group. In this way you can do something good for your community and market yourself at the same time. Finally, you can also run a preview program as a kind of open house. Send out invitations to those who you would like to reach and to the media. Follow-up with phone calls so that you know how many to expect and then keep the fingers crossed for good weather.

If you plan on doing sales calls to corporations, the most straight forward way is to start with their personnel office, training and development department, or human resource manager (this is where going to the local ASTD chapter meetings begin to pay off). And these people may be crucial to how well you fare in the long run. If you can establish a solid relationship they can be excellent internal long-term proponents for your training. However, do not ignore other avenues you may have into the corporation. That up-and-rising junior executive to whom you taught rock climbing, or the manager with who you used to ski, could be valuable conduits.

Programming Nuts and Bolts

Once you are started in the field there are a number of important programming "nuts and bolts" issues which must be addressed. The more important of these, or at least the ones that will be addressed here, include activity selection, location, and pricing. The most crucial factor of programming is simply to remember that you are most likely dealing with a different population, one with different needs and wants, than the populations with whom you are use to dealing.

Activity selection is one of the first considerations. More simple advice: to begin with, go with what you know. Keep it simple and focus on what you do well. As you get experienced you can start to be more flexible. Remember, the ultimate goal of your work is most likely transference of the skills you are teaching in the field back to the workplace. Which activities are most relevant, are going to lend themselves best to isomorphic metaphors (Gass, 1991)? What sequencing and activity choice will be the safest (Miner, 1991) and most relevant physically? Too often the activity is chosen and then it is asked what goal it can be used for. Turn this around and after identifying the goals of the program, determine which activities will best accomplish them.

The location that is chosen can be a crucial aspect of the program. In general, the advice given above—go with what you know, keep it simple, transference, physical relevance, and safety—is very important. Again, what are the goals and what location will best meet the program goals? Remember that this is a different population than those with whom you are probably used to dealing. Being older, less resilient, and perhaps more used to plush living, they like comfort. It is especially important that sleeping accomodations are comfortable.

One of the toughest areas of programming is pricing. What are you going to charge? Perhaps, the most fundamental way to look at it is to ask what it costs to provide the services. However, you most likely won't be operating in a vacuum. Check out the competition. What are they charging? What will the market bear?

If it is any help, the outdoor centered programs industry average is $300 per day per client. For wilderness type programs the average price is $2400 per client (Wagner, Baldwin, and Roland, 1990). While these prices may seem steep to those coming from a non-profit world, remember, the clientele is expecting a professional experience. Don't underbid—providing a professional experience is not cheap and clients know this.

There are dozens of other programming decisions—staffing, training, and program duration— that you will have to make before getting started. Information to help make some

of those decisions can be found in the paper, "An Overview of North American Experience-Based Training and Development" in the Proceedings and in the readings. The major aspects have been of getting started have been covered; the rest is up to you. However, before concluding, there is one other question, perhaps the most important question, which must be asked. Is EBTD for you?

Is Experience-Based Training & Development for You?

This is a crucial question because if it is not a field for you, and you jump on the EBTD bandwagon, you can hurt yourself, the new field you have chosen, and perhaps worst of all, your clients. There is currently a strong focus on professionalism in the field. This was revealed both in surveys (Miner, 1990) and in recent EBTD organizational meetings. There are strong feelings shared by some practitioners. probably many practitioners, that the field suffers from far too many "cowboys"—individuals who have worked a ropes course, taught climbing, or have some experience with initiative games, and who think that that background prepares them to become providers of EBTD. The suspicion is that they have jumped into the field because it is "hot" and because of the large sums of money which can be charged. The fear is that these cowboys are causing harm to the field and to their clientele. It is hoped that this following section will give you an honest appraisal of the advantages and potential disadvantages of working in the field. It is also hoped that you will honestly appraise your skills and your motives before setting out your shingle.

Advantages

There are a number of advantages to working EBTD programs. The most obvious is that these programs generally pay more, at a corporate scale than the non-profit scale to which many of us are accustomed. Additional financial resources or newly purchased equipment can help subsidize other, less lucrative aspects of your programming.

Less apparent are the contacts and alliances which can be made. The participants of EBTD are often the movers and shakers of the business world. Turn them on to adventure learning and you have powerful community allies. For those in higher education, strong bridges can be forged with the academic community. A good working relationship with departments like education, management, or business can provide forceful internal allies.

Working with corporate folks can also be very rewarding in its own right. These people, no matter how clumsy and unaccustomed to the outdoors they may first appear, did not get where they are by accident. They tend to be sharp folks with keen, if occasionally occluded, insights. It is enriching to watch them at work. Due to their abilities and life experiences, they are a challenging and entertaining clientele.

Often times, it is the organization which is focused upon. This mega-organism itself becomes a fascinating subject. What makes it tick? Why has it developed the way it has? What causes the internal struggles? Whether looking at the individuals or the organization, EBTD is an intriguing profession.

Cautions

While there are many advantages to working in the EBTD field, there are a number of cautionary notes that must be made as well. Garvey (1989) has noted a number of them very

well. It would be doing a disservice to the field and to potential practitioners not to summarize the cautions he has raised, and to present several other issues that demand addressing.

One of the first questions which must be asked is "What is being given up to focus on this *new clientele?" Not many of us have plenty of free time just waiting to be committed to a new* venture. Something has to give in this world of finite time. Just be sure that you are willing to make that sacrifice, a sacrifice which will most likely be at the expense of your present main clientele.

In the last few years EBTD has been staked out largely by those in private business. If you work in the public sector, take care not to step on the toes of the private sector. Competing against those without government support or back-up can kick up an awful fuss.

It should be remembered that the learning curve can be slow and expensive. You will have to learn about a whole new kind of clientele. What are their needs in regards to activities, processing, evaluation, and follow-up? New contacts, marketing strategies, and settings may have to be developed. Anyone who thinks they are going to take the EBTD field by storm or make a large sum or money right off the bat, without experience and investment of time and energy, is just plain silly. The payoff is down the road. It will be a long haul prospect before the investment matures.

One of the big concerns in the last year has been safety (Miner, 1991). Several fatal cardiac arrests have forcibly reminded practitioners that they are dealing with a new kind of adventure activities clientele, a clientele with which no one has much experience. Failure to recognize the unique safety concerns of adults, both physically and psychologically, will lead to at best failed programs, at worst fatal programs.

A warning that some critics, as well as providers, have made, is that EBTD is subject to being just a fad (Wagner, Baldwin, & Roland, 1991; Zemke, 1988). If so, and the learning curve is slow, you could be jumping on the bandwagon just as it grinds to a halt. Carefully consider costs and benefits, today and for the foreseeable future, before entering the competitive EBTD field.

Finally, consider the ethical compromises that may have to be made. Do you really want to help make the major polluter of your town more successful? Is assisting a sleazy department store chain to become bigger than their competitor something about which you can feel proud? These are extreme cases to be sure, and most of the ethical dilemmas are far more subtle, such as should this group of male, upper middle class white collar, WASPs with the big budget, be served before the at-risk youth group from the other side of the tracks. These kinds of ethical questions are a central part of the EBTD package. They deserve serious contemplation both before entering the field and at regular intervals once started.

Summary

EBTD offers a rewarding new avenue for challenge programming. The field, as a wonderful mix of adventure and the business world, can help the citizens of our country and world be more efficient, ethical, and exuberant in the workplace. However, before jumping on the EBTD bandwagon, carefully consider the advantages and disadvantages of the field and examine your abilities and ambitions. Given the proper preparation, skills, and attitude, EBTD may we a future professional track for you.

For More Information

For more information on EBTD activities/programs contact the Association for Experience-based Training and Development, 10822 W. 28th Place, Lakewood, CO 80215; phone

(303) 232-5351. You may also wish to contact the Experiential Training and Development professional interest group (AEE), c/o David Agran, CCL, 4250 Executive Square, Suite 600, La Jolla, CA 92037; phone (619) 453-4774.

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Outdoor Recreation Liability: Preparing for the Threat

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Disclaimer—All legal advice by its nature is subject to change and varies according to the laws of the respective state or federal jurisdiction. The material within is provided as general information only and should be reviewed by your local attorney. Please contact me or have your attorney contact me for clarification or for additional information on this paper.

Introduction

Opinions concerning the liability issues of the 1990's ebb and flow like waves on a beach. Lawsuits per capita did not increase over the past 20 years, and in the sports/recreation injury arena, lawsuit recoveries actually decreased.[1] The expectations of the American public and the ability for everyone to find a lawsuit did increase. Also, the general attitude about the negative effects of a lawsuit have diminished. The number of lawyers in the United States is increasing. A new surge in awareness about our environment and our lives will prompt those new attorneys to find new ways to "correct the evils of the world" (Feldman, 1990). In addition the continued increase in sports and outdoor recreation activities will expand (Romano, Rossin, & McAfee, 1990). This past spring, the Trial Lawyers of America, a predominantly personal injury oriented group, published a series of articles over three months on sports and recreation lawsuits.[2] The environment and the outdoor recreation industry are virgin territory for personal injury attorneys.

Past lawsuits in the outdoor industry were in the realm known by attorneys with general knowledge. They concentrated on equipment used by the industry and sued when it failed under product liability theories.[3] Only recently have we seen an increasing interest by attorneys suing for out actions including: (a) representing guests[4] after an accident occurs; (b) representing clients who paid for and did not receive services in keeping with their expectations; (c) representing guests for any injury they might have received.

A new ominous theory of liability surfacing in the commercial outdoor recreation market is "due diligence." As an example, the Chilcott River cases placed liability on booking agents, travel agents and advertising firms. The lawsuit was based on a theory that the agent must thoroughly check out the outfitter before booking or selling the trip. This theory is similar to that of the stock brokerage industry. Due diligence requires the brokerage firm to investigate and stand behind the stock being sold.

In the past, the field was protected by general ignorance. Anything done in the outdoors was considered dangerous. Rock climbers were macho men,[5] out to tame the wild world. Whatever befell them, they had coming to them. This attitude was adopted by people who participated in the activities and the world in general. In the recreation industry's quest to enlighten the world, everyone and anyone has been encouraged to undertake activities that just ten years ago were on the television program, Wild World of Sports.

To get more guests in the outdoors, it was necessary to change the attitude of prospective participants. In doing so, the attitude of non-participant was changed. The level of fear was lowered in the general population, and the outdoor world was brought into everyone's home. Like driving a car, fear was replaced with facts. Like driving a car, the outdoors is considered no longer dangerous. Like driving a car, the world is mistaken about the actual risk. When the level of fear goes down, expectations of safety are raised. The expectation of safety must be placed in the hands of someone, as the participant does not feel responsible for mistakes.[6]

That desire to open the outdoors has come full circle. If it is no longer dangerous to venture into the out-of-doors and if someone gets hurt, it has to be someone else's fault. One can not be responsible for one's own actions or injuries in a safe environment.

In exploring the evolution in attitude of the general American population, it is important to look at the attitudinal change that industry and programmers have created in their guests. That examination shows how the industry is now perceived. Guests come for several reasons: the corporate person to achieve greater confidence, the housewife to gain assertiveness, the college student to experience new thrills. Along with the myriad of reasons why people want to experience the outdoors comes a total lack of knowledge about the outdoors and the risk encountered. All too often guests come looking to gain some personal insight with no idea about the risks involved.

Another important point to remember is that participants want to grow while having fun. When the fun stops, attitudes alter, and the perception of the experience changes. Unless guests know that it won't always be fun, that disappointment or shock can be a part of the experience, they will not be able to respond to hazardous situations appropriately.

With outdoor programmers' desire to share the joy of the outdoors and Madison Avenue's desire to capitalize on our professions, the general population has been educated to the idea that outdoor activities are something for everyone. Health clubs and colleges have indoor climbing walls. To be competitive, corporate resumes now must include a one or two week wilderness team building experience. Real people smoke camels hanging on a cliff, and CPA's tack 5.10's in wing tips. Twenty years ago the average American read about Mount Everest and dreamed of a far away land. Today Lynn Hill advertises for cosmetics and Jim Karn is known in health clubs because of his clothing.

This change in attitude presents a two pronged problem: more people who don't know what they are getting into and a public who does not believe outdoor activity is risky.

What To Do

Step 1: Clients must be educated about the risk that they will encounter.

The solution to the former is to make sure that guests understand the actual risks of the activity. From the moment potential participants step into an office,[7] even when they pick up a brochure or announcement, they need to be appraised of the full nature of the trip. From the bus ride to the activity site till they are finished with the trip, they need to know the risks.

I was recently in a trial defending a rafting company. The expert for the plaintiff testified that all guests of the raft company should be mailed a release in advance so they can better understand the risks they encounter. On cross examination he admitted there was no way to describe the rapids one would encounter (*Santilli v. Four Corners Expeditions, 1989).* The adventure, the thrill, the beauty, that soul wrenching beauty, which is encountered cannot be photographed or written about in a way that can be described to the novice. That is no excuse for not trying. Video tapes can have a dual purpose of marketing services and explaining the risks. Well prepared releases can explain how and why accidents happen. Most importantly, well trained staff can answer questions and answer those questions that are not asked.

When I was a rock climbing instructor, I had students sign a release during the classroom sessions. The first day of climbing I explained what I was doing and then demonstrated what could happen. I explained how falls occur and how people get hurt. After answering all of their questions, I had the students sign the release again. Raft companies on the Arkansas river have pictures on their walls of the big rapids. Some companies have video monitors running tapes which show the river, its rapids and the hazards of rafting.

Any promotion used to educate guests must be done so that most of the questions are answered and most of the risks are exposed. Adrenaline junkies should not be encouraged. Until a video can be produced by your program or company, many of the commercial videos now available can serve as tool the educate. It is a trial attorney's dream to show the jury a video tape of the activity which had been shown to the plaintiff in advance of the trip. I always thought that the climbing school at the opening at Eldorado Canyon State Park in Boulder Colorado had the perfect situation to explain rock climbing risks. Students only had to step outside to see the climbing environment, other people climbing on the rocks and possibly they might even be able to see a fall.

Those who are working in a university setting should make sure that parents or guardians of students also understand the nature of the activity. Invite them to open houses, include them in all activities; and mail them notices of activities. The common cry of an anguished parent is "if I had known my child[8] was going to do that I would have never let them get involved." No parent would hesitate to string up a Defendant who seduced a young student into undertaking a dangerous activity. A university or college is an extension of the student's home, and they should know what the parents would allow or not allow a student to do.

Your guests must know that they are going to sign a release in advance of their trip. That will force them to understand there is risk in their adventure.

Step 2: Paperwork. Please use a release. Please use a medical information form.

The Future

With greater numbers of people wanting to experience the outdoors will come an onslaught of attorneys looking to "make everyone responsible for everyone else." I am going to discuss

several approaches to limiting your risks in the future. Remember, juries like people who try to help.

Currently, various groups are attempting to legislate limits to lawsuits or recoveries. However, to date these attempts have met with limited results at great expense. Courts have struck down limits they think too low, and only non-economic damages have survived limitations in most jurisdictions.

New state laws that legislate whether activities are dangerous have met with better results. Three states have tackled this issue by statute. Utah prevents lawsuits by people injured on ski slopes. Colorado prevents lawsuits by people injured on ski slopes[9] or while horseback riding,[10] and West Virginia prevents lawsuits by people injured whitewater rafting.[11] They require notices in brochures and at activity sites informing guests that the activity is hazardous and that they are undertaking the activity at their own risks. These actions were easy once the first law was passed. I strongly urge that any attempt to legislate a change by the outdoor industry be done in this manner. Rock climbing, rafting, kayaking, bungee jumping, rappelling, and mountaineering could all be legislatively judged dangerous in advance.

Another legislative or judicial alternative is to enforce releases, waivers, covenants not to compete and acknowledgment of risk documents. Colorado has stated that a release does not have to include the word negligence but that negligence of the Defendant would be inferred in the release (*Heil Valley Ranch v. Simkin, 1989*). These documents do not relieve you of the entire burden or for willful or intentional acts; they do, however, eliminate the frivolous lawsuits and the threat of lawsuits.

The greatest impact that can be made on the risk management front affect nationwide risk management. The ski industry has started sharing accident information and lawsuit tactics. Other outdoor entities need to follow their lead and share accident information, expert witnesses and tactics. Walt Disney World is quite renowned for its effective risk management (Adler, 1983). They have a simple approach. They try to prevent court action by employing the idea that happy people will not sue. If they feel they are at risk, they immediately come to a settlement amount. If an injured party does not accept the offer, they take the case to trial (Adler, 1983). Over 20 years they have an 85% winning percentage on those cases that go to trial. They have only had one case that delivered damages over $100,000.00. It is estimated that only .05% of their injuries go to trial.

Because of an article in the *Outdoor Network*[12], I assisted in a ropes course trial in Utah. By sharing my research on outdoor recreation liability and releases, the attorney was able to get a jury verdict for the defendant.[13] The outdoor industry needs to develop an effective risk management approach and share that information.

Step 3: Friends don't sue friends. Do everything you can to make an injured party happy, comfortable. DISCLAIMER: Prepare this accident program in advance by working with your insurer, your risk manager and your attorney.

One of the joys of working in this field are the friends we make. Friends don't sue friends (Stewart, 1986). No matter what happens maintain friendships. When a guest is injured, it is too easy to allow others to take over. Our guests don't want or need unknown doctors and adjusters helping them heal. You can do more by being friendly than anything or anyone else to help a guest back on their feet--away from lawyers.

Make sure all of the little things are taken care of: providing transportation home or getting an injured party's car from the accident site back to them. Visit the injured guest in the hospital

and make sure they are happy and comfortable. Follow up with them when they go home.[14] Give them a rain check so they will come back. Do everything you can to get the guest back. An injured guest will not sue if they come back and participate in the activity again.

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Endnotes

[1]Robert I. Rubin, "Ski Liability Law Cuts New Trails. Reckless Skiers Face Criminal Prosecution, Victims Face Low Recovery Rates," *Trial,* October 1990, p. 108. "In 1967 the plaintiff's rate or recovery at trial was 73 percent. In 1976 the recovery rate was 48 percent, and by 1982 the recovery rate had dropped to 45 percent. The latest figures show the downward trend continued through the 1980's." (From *Ski Area Management,* Sept. 1988, p.13.)

[2]Mel Narol, "Sports Torts: Emerging Standard of Care," *Trial,* June 1990; John F. Roman, Allen E. Rossin, and Helen Wagner McAfee, "Sports Injury And Recreational Tort Cases," *Trial,* June, p. 32; Michael J. Reagan and Milton A. Gabrielsen, "Diving Tragedies," *Trial,* August 1990, p. 98; and Robert I. Rubin, "Ski Liability Law Cuts New Trails: Reckless Skiers Face Criminal Prosecution, Victims Face Low Recovery Rates," *Trial,* October 1990, p. 108.

[3]As a result of law suits, Chouinard Equipment was dissolved and Black Diamond created in its place. One of the Chouinard lawsuits was based on a carabiner failing when used by a painter and another when an individual fell while using a Chouinard harness.

[4]I use the term "guests," to designate any participant in an outdoor activity, whether it is a student or a client involved in commercial activity.

[5]No sexual innuendo is intended. The recent increase in the number of women in the outdoor field is another example of changing composure of outdoor recreation.

[6]Robert I. Rubin, "Ski Liability Law Cuts New Trails: Reckless Skiers Face Criminal Prosecution, Victims Face Low Recovery Rates," *Trial,* October 1990, p. 108. In discussing juries in ski accidents the authors state: "Nonskier jurors are equally unsympathetic. Many nonskiers believe skiers willingly take risks and should not blame others for their injuries." A court in a skier case stated: "It is true that the jury in a ski slope case tends to view the entire skiing scene as one involving a high degree of hazard in which the skier assumes a degree of risk merely by taking to the slopes."

[7]Probably the most dangerous aspect of any outdoor adventure is taking an automobile or bus to and from the site. "Risk Business Transporting Your Clients To and From the Field," *The Outdoor Network Newsletter,* Summer 1989, p. 6.

[8]It is amazing, but even a 17 year old youth becomes a child upon his or her death.

[9]Concerning Limitations on Liability in Connection with the Sport of Skiing, C.R.S.

[10]Concerning the Limitation of Civil Liability to Participants Engaged in Equine Activities, C.R.S. 13-21-120.

[11]Whitewater Responsibility Act, West Virginia Code Section 10-3B-1.

[12]The Outdoor Network was organized to share information among the outdoor industry. They can be contacted at P.O. Box 2269, Boulder, Colorado, 80306-2269, 303-938-6866.

[13]Lyngle v. High Challenge Training, Inc., Utah County, Utah, October 24, 1990. Brent D. Young, Ivie and Young for the defense, 48 North University Ave., P.O. Box 672, Provo, Utah, 84603, 801-375-3000.

[14]*Courtesy Cuts Worker's Compensation Litigation by 40 Percent,* 7 Lawyers Alert 154, at 14, January 25, 1988. If an employer expresses concern immediately after an employee's injury, the probability of the claimant obtaining an attorney is reduced by 40 percent. To keep attorneys out of the system, the employer should continue to express its concern and help the employee through the workers' Compensation system. *Worker's Compensation Monthly*, December 1987, SEAK, Inc., P.O. Box 829, East Falmouth, MA 02536.

Paperwork: It Destroys Trees, Takes Up Space and Maybe Necessary to Prevent Lawsuits

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Introduction

No one likes paperwork, and if they do, I doubt they are involved in the outdoor industry. Even more aggravating is the fact that being involved in the outdoors necessitates the destruction of trees in order to educate people and preserve the outdoor environment. That dichotomy was addressed in *Trilogy* magazine in which publishers of two outdoor journals attempted to justify their existence.[1] It is necessary to advertise outdoor programs and educate people to the benefits of the outdoors. Even harder to justify is using releases, acknowledgment of risk forms and other documents. Unfortunately, many organizations rely solely on insurance. I strongly suggest that you get a release and use it. I gamble that your insurance agent would suggest that you use one also.

Besides the obvious reasons for using legal documents to prevent or lessen the effects of a lawsuit, releases are important in other ways. Last August a defendant raft company and a guide were faced with the following: They spent four consecutive days in a hotel room preparing for and waiting out a trial. The sky was blue, the temperature was in the 80's, and the Arkansas River was running. Those four days started at 8:00 AM and ended at midnight. They lost business and suffered enough anxiety to last them for several years. The emotional and physical toll that a lawsuit extracts on the parties is never fully considered until the week before trial, and by then it is too late.

There are three sets of documents that should be used by any outdoor program:

1. General Marketing Questionnaires: Releases, Waivers, Covenants Not to Sue, and Acknowledgment of Risk Documents.
2. Medical Releases.
3. Accident Report Forms.

General Marketing Questionnaires

Several marketing and major legal revelations can be discovered with properly worded pre and post activity questionnaires. People are more likely to get attorneys involved if they did not get what they thought they had purchased. If your guests[2] respond to questionnaires and indicate that they did not get what they wanted, you need to change your marketing or review your program.

In addition, you can find out if the guests undertaking your program have the physical capabilities, knowledge and other skills to undertake the program. The final benefit of such a review is apparent if a law suit does occur. So often, people have considerable experience in an outdoor activity, but at the time of trial they suddenly become novices who did not know and understand what they were undertaking. A pre-activity questionnaire will help you determine their level of experience and later help an attorney research the history of the plaintiff.

Medical Information and Consent Forms

Any activity that requires more from a participant than his or her normal activity level should require a medical consent form. Any activity which lasts longer than a couple of nights away from home or any activity which takes place away from the participant's regular health care area, may also require a medical release. Anyone participating in any outdoor activity should have a recent physical. The Boy Scouts of America require one for every week long camping trip or experience.

Organizations that work with children (youth under the age of 18), have another reason to obtain a medical consent form. The form ensures that parents of participants are fully aware of the activity or trip their child is undertaking. It also allows the parents to consent to medical treatment in advance. Even though "implied consent"[3] would probably apply in most cases of a minor needing treatment, providing a physician with a medical release and consent form from the injured person, makes the entire health care facility breath easier.

The initial benefit of a medical consent form is that it eliminates people who are unsuited to demands of the particular activity. Injuries on a back country experience not only require extra work for the staff, but they decrease the quality of the experience for the other participants.[4] Even if the participant can undertake the activity, he or she may have medical problems that should be examined and observed by trip leaders. Diabetics need to be monitored and their diets adjusted. Heart patients can take a trip, but they need to be informed in advance of the rigors of the activity.

If a consent form arrives at the office, showing questionable physical ability, you should ask a medical doctor to appraise the participant's ability to undertake the trip. After the final decision is made, send the participant a letter outlining why he or she cannot go and suggest what other trips they could undertake. I recommend that you make a phone call in advance

of the letter. Don't just say that you are sending a letter. Carefully, explain why they cannot go on the trip, answer their questions and offer them a place on other less strenuous trips. Human contact can help smooth ruffled feathers. Phone contact can also be used to promote alternative trips. To better prepare someone for the realities of being physically unable to participate, you should include language on promotional and other materials that your organization reserves the right to deny admittance in an activity for medical reasons or for failing to complete a medical release.[5]

Even greater in importance is alerting the staff to possible medical or psychological problems. You will not always collect all of the information you need. One summer at a Boy Scout summer camp, a young scout stood up and slowly circled holding a gun with a live round in the chamber. Fortunately, no one was injured in the incident. His medical consent form was immediately checked and showed no problems. The doctor listed on the physical said the mother of the youth did not want the doctor to include his psychological history on the form. Having had that information, camp officials might not have allowed him on the rifle range. If he was allowed on the rifle range, then steps could have been taken to insure the safety of everyone involved. Reviewing the form with the participant in advance may bring some hidden items to the surface.

Anyone entering the Grand Canyon must agree to pay for their evacuation costs. This starts at $500.00 for helicopter evacuations and rises. Agreeing to pay for medical and rescue costs gives the participant a better understanding of risk that they are attempting. It also helps you and your insurance company better evaluate your risk. Finally, it lets the health care facility know who will pay the bill, even though you could possibly be liable anyway.

A copy of the consent form should go on the trip. The original form is kept in the office, and if necessary a file copy can be faxed to a hospital. All will be legally binding and available if the original is lost.

What do you look for in a Medical Form? Besides the medical consent paragraph, the medical part of the form is important. Review the individual's name, address, phone number, medical insurance, and who to contact in case of an emergency. Also look for names of doctors, (dentist, orthodontist, optometrist, physician, any other specialist), chronic health problems, past childhood diseases, allergies both natural and medical, serious previous injuries, epilepsy, diabetes, heart disease, fears, vaccines, general physical condition, normal and exercise induced vitals, and all medications required. I have seen meal or dietary restrictions, religious affiliation, living wills, location of wills or trusts, and what other office and trip codes on medical releases. Each company, school, or outfitter should develop their own within the laws of the states they operate within.

Upon entering an emergency room, we all have seen television sitcoms of a nurse bending down and asking an injured person for his or her insurance information. You can eliminate that tension for your trip staff and the patient by providing the information to the attendant, or at least showing her that it is written on the medical consent form. This part of the form should include carrier, company providing the insurance, group number and policy number. If a participant's form does not include this information, you may want to sell them trip, health, disability, and life insurance, or you may want to require that it be purchased by a participant.[6]

The Boy Scouts of America always review the medical form with the participant upon arrival. This allows the staff to understand and identify any medical problems in advance, and puts faces on possible medical problems. This also breaks down any medical embarrassment barriers in advance so problems can be brought to the staff's attention sooner. A medical review is serious, and if done thoroughly can build the proper foundation for potential medical emergencies later.

A statement on the medical form stating that the health history is correct and complete to

the best of the patients knowledge may lead to a little more honest history. It will also put the right tenor on the document so people understand the seriousness of the form.

Releases, Waivers, Covenants Not To Sue and Acknowledgment of Risk Documents[8]

The final, important category include several documents that all outdoor programs should have in their file. These documents can prevent a lawsuit or, at the least, build a solid defense against a recovery. Each of the documents are discussed below.

Releases

Releases are legal documents that in the event of any injury, the injured party releases the outdoor program for any liability. The term "release" is most commonly used to describe all types of these documents.

Waivers

Waivers are similar to releases. They waive in advance an individual's right to sue for an injury.

Covenants Not To Sue

A Covenant not to sue is a contract to not sue a possible defendant. In some jurisdictions this requires consideration[8] on the part of both parties. You contract to provide a quality program, and they contract not to sue you if they get hurt.

Acknowledgment of Risk or Assumption of Risk

This is a defense after a lawsuit is brought. The plaintiff has stated that he or she knew what they were getting into and fully understood the risks. It acts as a bar to any recovery. Acknowledgment of risk, whether proved in court or presented on paper can act as a complete or partial bar to recovery.

The term assumption of risk is well known by concessionaires operating on National Park Service (NPS) land. The NPS does allow anything but assumption of risk of risk documents.[9,10]

Each state has it's own requirements dictating what items should be included in a release and how valid they are. Recently, some states are allowing releases to bar recovery for the negligence of the operation with or without negligence specifically being stated.[11] Every release should start by including all aspects of each of the documents listed above.

Make sure the overall document is readable. The average American reads at an eighth grade level. Courts in discussing exculpatory contracts[12] first review the ability of the plaintiff to read and understand the document. If the guest cannot even understand the document, your documents will not get to court.

Start by stating why the document is necessary. Don't be afraid to be bold and specific. "We are having you use this document so you cannot sue us if you get hurt in this activity." I always tell people to test their documents this way. If someone does not say, I don't want to sign this, you are not stating the facts clearly enough.[13]

Continue with a description of the risk the person is getting into and the consequences of those risks. This is always the most difficult part, as you cannot adequately describe the dangers and you can never list all the risks. Even if you come close, you have written a tome

that no one will want to read. Cover the most common accidents that may occur and those that no one would even think about.[14]

Finally set forth all of the legal garbage stating they can't sue you: they release you from all liability including negligence and they waive any rights to sue you. Get their signature and the date. Don't worry about witnesses. Most of the other people in the group can testify to the signature on as a handwriting expert can identify the signature. It is extremely rare that a plaintiff will deny signing the document.

On extended trips, I sometimes suggest that the original or second release be signed again on the first day or during the first experience of the trip.

The final document that you should keep handy is an accident report form. An accident report form should not ask for conclusions or opinions. They should be laid out so they help jog the memory of the person writing the report. The information should not be shared with anyone, but should be mailed by the person filling out the form to an attorney. If anyone else sees the form, it can be discovered by the opposing side in a lawsuit and used against you. You should tell the person filling out this form to be complete as possible and to supplement it as often as necessary in the future.

Time: How Long Do I Keep the Documents

The answer to this will be different for each state. Have your attorney check the longest statute of limitations and keep the documents for three years longer. The exception is for programs for youth under the age of 18 or 21. For youth, keep documents until the youth reaches the age of contract, 18 or 21, plus the period of the statute of limitations, plus three years.

Most states for contract actions have a statute of limitation of six years, some more. Tort or negligence actions have a statute of limitations of two or three years. Remember your release is a legal contract and will probably extend the statute of limitations.

If you have an injury, keep the documents forever, All of the relevant documents should be immediately gathered, copied and stored in a safe place. Clients of mine, or anyone who needs to, can mail the documents to me, and I will keep them in my safe deposit box.

Maintaining this paperwork is a small price to pay for your emotional and mental well being. You hate to destroy the forests. You hate to fill the recycling bins. It is not fun. It is necessary. By taking time to do the paperwork, you will provide your guests with better service and a better basis to make informed decisions. At the same time, you'll be able to stay in business.

James H. Moss is a Denver trial attorney specializing in recreation risk issues. He has written for Scouting Magazine and Outside Business Magazine and authored the liability section of the Outdoor Programmers Resource Guide.

Endnotes

[1]John Harlin and Craig Sabina, "The Sermon and the Chainsaw: Two Magazine Publishers Explain Trying to Live With Tree Blood on Their Hands," *Trilogy: The Magazine for Outdoor Enthusiasts,* Nov/Dec 1991, Vol. 3, No. 4, p. 60. (An interesting justification for environmental magazines even though trees are used and forests destroyed.)

[2]I use the term *Guests* to designate any participant in an outdoor activity, whether they are students in classes, clients in commercial trips, or participants in other outdoor activities.

[3]Implied Consent is defined as actions or inactions that raise a presumption of consent. In this case this has been done by statute or judicial decree.

[4]Remember, anyone who sees, experiences, or is part of a group that experiences a major medical trauma should be considered a victim. Staff should always be checked to make sure all members of a group are safe. A staff member who has never experienced a medical trauma, may consider themselves failures or at fault because an accident occurred on his trip or activity.

[5]This discussion deals with physical conditions that may lead to greater trauma or a total inability to participate. It does not imply, in any way, that anyone should not be allowed to go on a trip because of physical limitations. Those limitations need to be understood and appropriately dealt with. Careful planning can allow everyone to enjoy the outdoor, no matter what their abilities.

[6]Under the laws of most states and general insurance law, an injured person's insurance is primary, your medical payments is contractual and primary or secondary, and your general liability insurance is last. If you have their insurance handle the costs of the injuries and your medical payments covers their deductible, you have saved your insurance company money and yourself a rate increase.

[7]The documents described are not all of the defenses to an outdoor recreation lawsuit; they are the predominantly used documents to prevent loss in the outdoor industry.

[8]Consideration is the inducement to enter into a contract, the exchange of benefits. In an outdoor recreation situation, the consideration must go to both parties. You promise to take them on a trip and they promise not to sue.

[9]The policy of the NPS is based on the idea that the NPS thinks that outdoor concessionaires should be responsible for the actions of others. Federal law on this type of issue would follow the law of the state. Most states would say that a release is valid and a bar. There is a dichotomy between the current law and the desires of the NPS. NPS Concessions, NPS-48 Insurance Program, Chapter 23, Page 33. D. Liability Insurance, Section 5.

[10]The NPS even rates activities on NPS lands according to the risk involved. This risk seems to be purely subjective, not based on an actuarial study. The rating is based on an exposure factor, or the number of people that can be hurt at one time by one catastrophe.

(See "Exposure Factor Activity Chart" on the next page)

Exposure Factor Activity:

10% Mountain Climbing, Boat Rental, Bath House

50% Horse Wagons, Passenger Tour Boats

90% Whitewater Rafting, Skiing

(NPS Concessions, NPS-48, Insurance Programs, Guideline, Chapter 23, page 18, Section 3-b.-2.)

[11]*Heil Valley Ranch v. Simkin*, 781 P.2d 784, (Colo. 1989).

[12]Exculpatory contracts or clauses are defined by courts as a document or clause limiting the rights of someone in advance. They usually are upheld if they meet the following four criteria: (1) the existence of a duty to the public; (2) the nature of the service performed; (3) whether the contract was fairly entered into; and (4) whether the intention of the parties is expressed in clear and unambiguous language. *Jones v. Dressel*, 623 P.2d 370, 376, (Colo. 1981).

[13]The exception to this rule is lawyers. Most of them will not want to sign any document. I have a simple rule. If you don't sign, you don't go. Don't allow them to modify your document and don't be intimidated by them.

[14]I recently was involved in a trial where the idea of diving into cloudy waters of unknown depth was an issue as to whether the raft company should have told the person that was dangerous. Later that summer, I saw a raft guide dive into cloudy water when she did not know the depth.

Further Information

Releases, Waivers, Covenants Not To Sue, Acknowledgment Of Risk Documents:

The Outdoor Network Newsletter, Summer 1990, Volume One, Issue No. 6, page 9, "Lindseth Climbing Wall Release/Indemnification of All Claims and Covenant Not to Sue," Cornell University.

Climbing Sports Group Handbook, Appendices A through C. Outdoor Recreation Coalition of America.

Medical Releases:

The Outdoor Network Newsletter, Winter 1990, Volume One, Issue No. 8, page 14, "Medical Release Forms: Who Needs Them?"

Accident Report Forms:

The Outdoor Network Newsletter, Spring 1990, Volume One, Issue No. 5, page 13, Outdoor Program Accident Report Form, Association for Experiential Education Field Injury/Illness Report Form.

Kayak Teaching Techniques

Dana Olson-Elle
Idaho State University

Abstract—This paper, presented in outline form, describes the kayak teaching progression used by the author. It covers equipment orientation, roll teaching, strokes, moving water instruction and suggested lecture topics.

Introduction

Kayak is a rapidly growing sport. Due to the high risk of this activity, it is essential that beginners have the opportunity to learn basic kayaking skills in a safe and progressive manner. The following outline provides information on topics and techniques that can be covered in a college level class. The actual teaching sequence used in my classes varies from year to year. You'll need to adapt it for facilities, length of class, and weather. Please feel free to use any part of this outline as well as giving me feedback to make it better. I can be reached at Box 8118, ISU, Pocatello, ID. 83209. Phone: (208) 2336-3912.

Pool or Flat Water Sequence

I. Orientation to Kayak Equipment

   A. Categories of Kayaks (whitewater)
      1. Touring: 13 feet - large volume, wider, little or no rocker, some have a slight keel on bow and stern of boat
      2. Play-paddling: 13 feet - or shorter, extreme fore to aft rocker, sides (chines) are round
      3. General river running: 13 feet - with some rocker, typical kayak of the past except for race boats
      4. Racing:
         a. Slalom: low volume which turns quickly, hard chines (sharp edges), rocker—fore to aft

b. Wildwater: downriver boat- 15 feet, large volume, keel on tip and tail

5. Squirt: very low volume with hard chines, use subsurface currents as well as surface currents to perform tricks

B. Parts of Kayak
1. Grab Loops
2. Cock Pit - rim
3. Support Walls
4. Chine (side walls)
5. Knee or Thigh brace
6. Foot Pegs
7. Seat

C. Sprayskirt: neoprene or nylon

D. Paddle
1. Offset blades, 75-90 degree feather
2. Flat vs. spoon, dihedral
3. Right or left control hand
4. Choosing the right length

a. 5'3"	196 - 200 cm
b. 5'5"	198 - 202 cm
c. 5'7"	200 - 204 cm
d. 5'9"	202 - 206 cm
e. 5'11"	204 - 208 cm
f. 6'1"	206 - 210 cm
g. 6'3"	208 - 212 cm

5. Paddle length variables
   a. Racing - short end
   b. Big water - longer end
   c. Depends on arm length
   d. Better grip - slightly sand grip area

E. Lifejacket
1. 15+ lbs. of flotation
2. Type III or V

F. Flotation
1. Vinyl or ultralight
2. Storage or non-storage

G. Helmet
1. Protects forehead and back of neck
2. Fits so it won't move freely on head

H. Clothing (Remember the layering system)
1. Wetsuit or pile and nylon
2. Drysuit
3. Booties
4. Poogies or wet suit mittens
5. Beannie

I. Safety Equipment
   1. Throw rope
   2. Prussiks
   3. Carabiners
   4. Knife
   5. First aid kit with matches
   6. Dry bag for food, extra clothes etc.
   7. Water bottle
   8. Whistle

J. Nose plugs—nice for pool sessions

II. Fitting the Kayak

A. Adjust footpegs
   1. Ball of foot on peg - heels in
   2. Knees in knee brace
   3. Back into back of seat
   4. Adjust to snug fit so the boat becomes an extension of the body

B. Padding hips and back
   1. Padding helps transfer action from body to the boat

III. Carrying the Kayak (remember to lift with your legs)

A. On the shoulder

B. Suitcase technique

C. Buddy system 1 or 2 kayaks (carry by grab loops)

IV. Kayaking body positions: (on land)

A. Forward: head tucked into cockpit (protected position)

B. Sides:
   1. Ribs touching cockpit rim
   2. Head and shoulders limp with the head reaching for the ground

C. Back: On the back deck with shoulders and head still facing to the side.

(**Practice different body positions, exaggerating the limpness of the upper body and keeping the ribs as close to the cockpit as possible.)

V. Demonstrate how to put sprayskirt on (Accomplished easier if wet)

VI. How to get out of Kayak: (on land & wet exit)

A. Hands by hip - push hips out of boat

B. Push boat away and forward

C. Hang onto boat

VII. Kayak orientation: (on water)

A. Getting into the Kayak
   1. Paddle as support on shore. Curve blade with power face up (to avoid paddle breakage)
   2. Slide in, seal launch

B. Hand paddle—straight and circles (do not let them use paddle at this point)

C. Swivel the hips slightly (keep body quiet and tall)

VIII. Wet exit and initial stages of Eskimo Rescue

A. Without sprayskirt on tip over

B. Lean forward and grab bottom of boat with hands

C. Pound on bottom 3 times

D. Slide hands back and forth 3 times approximately 6 inches away from the boat

E. Wet Exit (see VI)

F. Swim to one end of the boat

G. Swim boat to shore

H. Empty boat
   1. Using shore
   2. Over your knee
   (*Easiest if boat is rolled on side; water will naturally run out)

I. Eventually put spray skirt on and go through the same motions

IX. Eskimo Rescue: Hip Roll

A. Rescue position
   1. Place hands and cheek on nose of the rescuers boat, trying to keep the boat flat on the water surface and emphasize the ribs touching the cockpit and keeping the boat underneath them with their knees
   2. Roll the boat over so the opposite ribs are touching the other side of the cockpit rim
   3. Roll the boat back underneath them leaving their hands and cheek on the boat

4. Motion -- Rib to Rib or C to C. *Emphasize pulling the boat underneath them with their knees and hips and keeping their upper body relaxed on their partner's boat

*For Every Action there is an Equal and Opposite reaction "Newton's Law"

X. Eskimo Rescue Full Sequence

A. Tip over- lean forward with paddle under armpit

B. Pound three times, slide hands back and forth until you feel the rescuers boat

C. Once rescuers boat is felt move into rescue position with hands and cheek on the boat and say "thank you" (saying thank you encourages students to take a second before they do the rest of the sequence.)

D. Rib to Rib motion, then sit up. Keep the head and shoulders facing towards the water

XI. Paddling

A. Hand paddle to help find balance

B. Introduction to paddle
   1. Elbow's bent approximately 85-90 degrees when paddle is held horizontally across top of head
   2. Establish control hand
      a. Control hand maintains grip and rotates the shaft
      b. Do to let students shift control hands
   3. Wrist roll to compensate for feather of blade

C. Propulsion strokes (Condensed from *Performance Kayaking*, by Stephen U'ren)
   1. Forward stroke key points
      a. Sit up straight
      b. Set up:
         - Wrists on a horizontal plane with shoulders
         - Extend pulling arm by rotating torso and shoulders (Extend arm over boat's midline)
      c. Catch
         - Pulling arm moves downward in the water
         - Pushing arm - will thrust forward putting paddle in vertical position. (Thrust, pushing arm to forehead level)
         - Keep blade close to boat
      d. Power
         - Power comes from untwisting torso
         - Pulling arm also contributes

e. As the paddle pulls:
   - keep shaft perpendicular to wrist
   - keep lower arm parallel to water
   - keep paddle fairly vertical
   - Pushing arm contributes the least because it should already be extended
   - Emphasize it is the boat and not the paddle that moves

f. Exit—
   Pull blade out when lower hand is even with hip

2. Reverse Stroke
   a. Insert blade a foot or so behind your hip
   b. Exit 2 feet in front of body
   c. Keep paddle vertical and close to boat
   d. Look back over one's shoulder
   e. Use reverse sweep to correct

3. Turning sweep strokes
   a. Paddle shaft horizontal to water
   b. Blade vertical in water
   c. Insert blade close to bow
   d. Straighten pulling arm (keeping elbow slightly bent)
   e. Twist torso sweeping paddle 180 degrees from bow to stern
   f. As paddle travels the upper or pushing arm will travel slightly across chest for extra power
   g. Lift up knee on side you are sweeping to keep water from stacking on edge
   h. Watch paddle while learning motion
   i. The last 6" of the sweep is the most important when using correction strokes or during the ferry. Emphasize finishing the sweep

4. Drawstroke
   a. Paddle position vertical - upper hand across forehead and directly over lower hand
   b. Twist torso to face blade
   c. Place blade parallel to boat
   d. Draw paddle in towards the hip
   e. Before paddle hits boat - rotate blade 90 degree and feather blade out.
   f. Corrections: change blade angles
      - Bowdraw:
        power face angle and draw towards bow will pull bow around
      - Stern draw:
        power face angle and draw towards stern will pull stern around

5. Combination strokes - correction
   a. Forward stroke - sweep
      - Sweep but not out as far
      - Can take blade out at hip or use up to the full 180 degrees
   b. Bow draw—forward stroke

First execute a bow draw and then turn paddle into a forward stroke

c. Rudder
- Horizontal shaft position with blade vertical in water
- Keep back hand close to hip (this help protect shoulder)
- Turn the boat by:
  - stern draw - pulling blade towards boat
  - reverse sweep - pushing blade away from boat
  - start by encouraging students to use forward correction strokes to help
  - keep forward momentum. Introduce rudder strokes with surfing.

XII. Turning Strokes

A. Circle turns
1. Edge the boat with the knees (*Remember to counter with other knee so person won't flip)
2. Turn right: sweep on left, regular stroke on right - boat should turn to right
3. Always look into the turn

B. Outrigger (Support Eddy Turn) Simulate turns in pool to get them ready for the river
1. Exit eddy at 45 degree angle
2. Before entering eddy lean into the direction of the turn
   a. Put your back and side into the right back corner of the cockpit rim
   b. Lean boat with pressure on the knees, but maintain pressure with both to maintain balance
3. Take a last sweep stroke on the opposite side of the turn once the eddy line is crossed. Still lean to the inside of the turn
4. Place the paddle across the shoulders, flat on the surface of the water with the right elbow in the water
5. Eyes and shoulders should be facing in the direction of the turn
6. Stay in this position until the boat is facing downstream

C. Duffek: The duffek is a very quick turn and can be very unstable form. (From Performance Kayaking Stephen U'ren)
1. Static Duffek
   a. Place paddle in drawstroke position about 1 foot from bow of boat
   b. Blade is at a 45 degree angle
   c. Lower arm almost completely extended
   d. To do the turn
      - Forward momentum started
      - Sweep to initiate turn
      - Place paddle in duffek position
      - More angle will cause quicker turn
2. Dynamic Duffek (bow draw)
   a. Drawstroke position with blade out to side
   b. Slide blade forward with a slightly open blade

c. Pull it towards bow as you move it forward
d. For more graceful turns, keep the paddle parallel to the boat

XIII. Eskimo Roll: Sequence for Sweep Roll

A. Hip rolls (Goal - to work towards minimal pressure on the hands. All the effort is in the hips and body motion)
(Start the hip roll sequence the same as the Eskimo rescue, but use partner's hand as a platform instead of the nose of a kayak. Stress body extension along with points already mentioned)

B. Hip roll with body sweep
1. Set up in roll position (example right side roll)
a. Hands on left side of boat
b. Head in bend of right arm at the elbow
c. Lean forward and slightly to the left
2. Tip over and leave hands on side of boat
3. With partner's help sweep arms and body out to the side and roll up with the right hip roll
4. Finish body position
a. Body leaning slightly back with shoulders rotated toward water
b. The shoulders and eyes will be looking toward the right arm
c. Pressure will still be on the right knee. Head is the last thing to come up

*Emphasize rolling the boat all the way underneath before starting to come up into sitting position

C. Shoulder roll and Eskimo Roll sequence (shoulder roll allows instructor to talk to student while practicing the roll progression
1. Guaranteed Set-up
a. Roll wrist forward so paddle will be set up in a slight climbing angle
b. Paddle placed parallel to boat with both blades out of the water
c. Hands spaced on paddle so one hand is at the knee and other at the hip
d. Body positioned forward with the head in the bend of the elbow
2. Sweep and Hip Roll (Shoulder Roll)
a. Body and paddle sweeps out to the side
b. Wrists roll back to keep the paddle afloat on water surface
c. Left hand moves into the left shoulder and is the pivot point for the sweep
d. The paddle and the body move together in a twisting unwinding motion
e. The eyes and shoulders follow the paddle throughout the motion
f. The hip initiation starts after the paddle sweep initiation
3. Roll finish position
a. Body leaning slightly back and turned to the side with paddle parallel to the shoulders
b. Right knee pulls up to keep boat stable
c. The eyes are looking down the blade
d. The back is leaning into the back right hand side of the cockpit

XIV. Bracing Sequence

A. Knees are used to keep the boat in balance or upright at all times

B. To keep the body in low center of gravity, lean back and dip head and body towards the water

C. The paddle will be placed flat on the water with both elbows rolled under as in the end of the roll

D. Lean with the body and not the boat. Once the body hits the water, place the paddle out of the side on the surface of the water and hipup

E. Emphasize the hip snap and work on keeping the pressure off the paddle

XV. Scull for support.

A. Paddle and body position same as for the brace

B. The paddle sweeps back and forth with a slight climbing angle in both directions

C. In order to keep the pressure off the paddle the knee and body position must be working to keep the body in balance. (Knees pulling up with the body relaxed and center of gravity in the water)

XVI. Head Games to improve technique and hang time.

A. Tag: to improve paddling skills
   1. The person who is "IT" must touch the first 4" or the back 4" of their preys boat. Anywhere else doesn't count

B. Tug of War
   1. Carabiner two boats together tail to tail
   2. Have them paddle against each other
   3. At any give time have them both roll. The first one to roll back up gets to start paddling
   4. Have them roll several times until someone reaches the side

C. Hang-Time
   1. First have the hold their breath above water and time them
   2. Have them roll over and hang out as long as possible then roll up. Time them and see how their hang-time compares

D. Self Rescue
   1. Roll over and come out of the boat
   2. After they get a breath, have them crawl back in the upside down boat, put on their sprayskirt and roll back up

XVII. Other skills that can be taught in the pool

A. Rolls: Pawlata, forward roll, C to C, reverse sweep roll

B. Hand Roll
   1. Have them practice hip rolls with two one gallon milk jugs
   2. Eventually they can go from 2 jugs to 1 jug to no jugs
   3. Emphasize
      a. Body extension
      b. Let water support body
      c. Keeping low center of gravity by finishing on back of boat or rolling forward into a low body position
   4. Hand paddles can also be used to work on hand roll

C. Cross-bow draw
   1. While paddling hard swing the blade across over the bow and place it on the opposite side
   2. Twist the body
   3. The blade enters the water at almost a vertical position way forward at about 1 1/2 feet away from the boat
   4. The high hand will slightly be above the ear and the elbow will be bent at 45 degrees
   5. Once the boat has turned lift the paddle back across and forward stroke

D. Gate Sequences
   1. Hang gates in the pool and make up different sequences
   2. English gate sequence is described in Evans/Anderson book on kayaking

Lecture Topics

I. Water Hydraulics (Handout)
   A. Rocks
   B. Eddy, Eddy lines
   C. "V's", upstream and downstream
   D. Holes
   E. Bends in River
   F. Weirs, dams
   G. Pillows, cushions
   H. Undercuts
   I. Strainers
   J. Classifications of water I-VI

II. River Tactics (Handouts)
   A. Route Selection
   B. Scouting H from boat or land
   C. Lean downstream or into the turn

D. Paddle forward when in doubt or startled

III. River Safety (Handouts)
- A. Broaching
- B. Entrapment
- C. Self rescue
  1. Swimming
  2. Rocks
  3. Log jams
- D. Rope Rescue
- E. Boat based rescue

IV. River Etiquette

V. Kayak Equipment and Repair
- A. Kayak Design
- B. Kayak equipment and their pro's and con's
- C. Repair
  1. Plastic and fiberglass bowls
  2. Neoprene
  3. Float bags

VI. Immersion Hypothermia
- A. Body's response to cold
- B. Sign's and Symptoms
- C. Treatment

VII. Consideration for extended and day river trips
- A. Transportation
- B. Safety
- C. Camping - minimizing impacts
- D. Equipment

Beginning Kayak River Sequence

I. Class I and II Water

A. Float a slow moving section or paddle in a large eddy

B. Practice Eskimo rescues and swimming through rapids

C. Current techniques
1. Ferry:
   a. Look and lean in direction of travel
   b. Enter current at a 10-15 degree angle

c. Sweep on downstream side when crossing eddy line to keep from falling downstream
d. Once the nose is down stream, sit tall and paddle with the current
**Sweep must be all the way to the back of the boat to be effective

2. Eddy turn (Outrigger)
   a. Paddle out as in 45 degree angle and let the nose fall downstream
   b. Use the outrigger eddy turn position (see pool sequence)
   c. Keep leaning until the nose of boat is downstream
   d. Once the nose is downstream, sit tall and paddle with the current
   e. To turn back into the eddy
      - turn the boat with paddle to set the angle coming into the eddy (*keep a flat boat while turning the boat in the current. One needs to lean only when they are changing currents)
      - head into eddy at a 45 degree angle
      - as the current starts to turn the boat, lean into the turn
      - an outrigger turn can be used but most of the time it is more effective for beginners to paddle in and keep the nose heading towards shore
3. Other river tactics
   a. Route selection-scouting
   b. Control of boat in current
      - lean
      - sweep
      - rudder
   c. Surfing
   d. Hole playing
   e. Duffek
   f. Back ferry
   g. Zoom-ferry (use only one sweep to cross current)
   h. Combine sequences in a follow the leader situation.
   i. Paddle back up a rapid -- eddy hopping
   j. Set up a gate sequence in the river
   l. Practice Eskimo rescue and rolls often
   m. Practice ferries and eddy turn's with eyes closed
   n. Self rescue to shore

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A New Theory For Outdoor Leadership

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Abstract—In order to better describe and predict effective outdoor leadership, a new theory, COLT (Conditional Outdoor Leadership Theory), has been developed. A review of the research leading up to the theory's postulation and studies confirming its application to outdoor situations are described. Research indicates that leadership style is dependent upon the directional influence of three variables including: concern for tasks, relationships and conditional favorability.

Historically, leadership theories have been designed for business or military applications where relationships are hierarchical and tasks are designated by authority. Since leadership in the outdoors has more equity in relationships and less dictatorship in tasks, these theories fall short in their ability to explain and predict effective leadership behavior. A new theory, known as COLT (the Conditional Outdoor Leadership Theory), provides a better way of looking at the interactions of leadership style, relationships and task. It also provides for a fourth variable: conditional favorability, which has a much greater influence on expressed leadership style in the outdoors than does either relationship or task. To better understand COLT, one must consider the years of previous research which have led up to its development.

Early research concentrated on the expression of leadership style with the classic work of Lewin, Lippit and White (1938) first establishing a continuum of three styles: authoritarian, democratic, and "Laissez-faire" (meaning "leaving to do"). From this point onward, studies by Katz, Maccoby and Morse (1950); Likert (1967); and House and Mitchell (1974) split the continuum into numerous parts. Of these divisions, Tannenbaum and Schmidt (1973) were best known for their six styles of telling, selling, testing, consulting, joining, and delegating relative to the amount of decision making power held by the leader or the followers. Regarding outdoor leadership, Priest (1986) chose to describe this range of styles as flexible from autocratic (where the leader held power over decision making) through democratic (where the leader shared

power and decision making with the group) to abdicratic (where the leader abdicated power to the group, but was still willing to advise on the decision making). The extremes of true dictatorship and "Laissez-faire" (where either the followers or the leaders respectively played no part at all in making a decision) were viewed as antithetical to the purposes of leading others in the outdoors.

Next research began to concentrate on what might "cause" the various styles to be expressed. Most studies were of the opinion that leadership orientation (either a concern for the task and goal, or a concern for the group and relationships) was the best predictor of the style a leader should use (Stogdill and Coons 1957; Blake and Mouton,1978). Most notable in the field of outdoor leadership to date (Ford & Blanchard, 1985; Phipps, 1986), has been the work of Hersey and Blanchard (1982), founded on relationship and task behaviors, considerate of follower maturity, and inclusive of the four earlier leadership styles: telling, selling, participating, and delegating (Tannenbaum & Schmidt, 1973). From these two dimensional matrix models, two outdoor leadership orientations or concerns can be identified. The first is a concernfor the task at hand, or the job to be done (getting up the mountain or down the rapid safely). Since the role of a leader is to influence followers to identify, work toward, and achieve mutually acceptable goals (Tead, 1935), this orientation seems quite important. The second is a concern for the group members, or the relationships among them (how well they cooperate, communicate and trust while working under stress). Since the achievement of a goal depends on the interactions of the group or their ability to work together as a team, this orientation also appears most relevant.

Later research focussed on contingency theories (Fiedler, 1967) suggesting that leadership style is determined by the favorableness of a situation and that favorableness is contingent upon three factors: the group's acceptance of and/or reliance on the leader, the amount of influence or power a leader holds, and the clarity of defined group goals or roles. In the outdoors, many factors determine the favorability of conditions (Benson, 1986; Ford, 1987; and Adair, 1983 cited by Loynes, 1988). At any given instance these factors may include, but are not necessarily limited to: environmental dangers (weather, perils, hazards, and perception of objective versus subjective risks); individual competence (experience, confidence, skill, attitude, expectation, behavior, and knowledge); group unity (morale, role maturity, trust, cooperation, communication, responsibility, and interest); leader proficiency (credibility, power bases, judgement, level of stress, fatigue, and perceived capability); and decision consequences (clarity of the problem, sufficient solution time, available resources, expected ramifications, and degree of uncertainty or challenge).

If one combines all these lines of research, then the model in Figure 1 (see next page) seems most appropriate. The Conditional Outdoor Leadership Theory or COLT (Priest & Chase, 1989) includes the matrix of leadership orientations (X-axis = concern for the task; Y-axis = concern for the group relationships) and the spectrum of factors (Z-axis = conditional favorability) to predict the continuum of leadership styles (autocratic, democratic and abdicratic). Although the axis of conditional favorability is expressed as a spectrum of factors, the two extreme values (high and low favorability) and the central value of the variable (medium favorability) are shown in the figure as a means to illustrate the concept that the style expressed by an outdoor leader should vary with the "pull" or directional influence of the three variables: concern for task, concern for relationship and concern for conditional favorability.

Conditions of *medium* favorability, highlight the more typical outdoor settings; where the dangers are acceptable, the leader is proficient enough, the individuals are reasonably responsible, the group gets along fairly well, and the consequences of decisions are, for the most part, recoverable. Under such moderately favorable conditions, leaders concerned mostly with the group should express an abdicratic style, and leaders concerned mostly with the task should

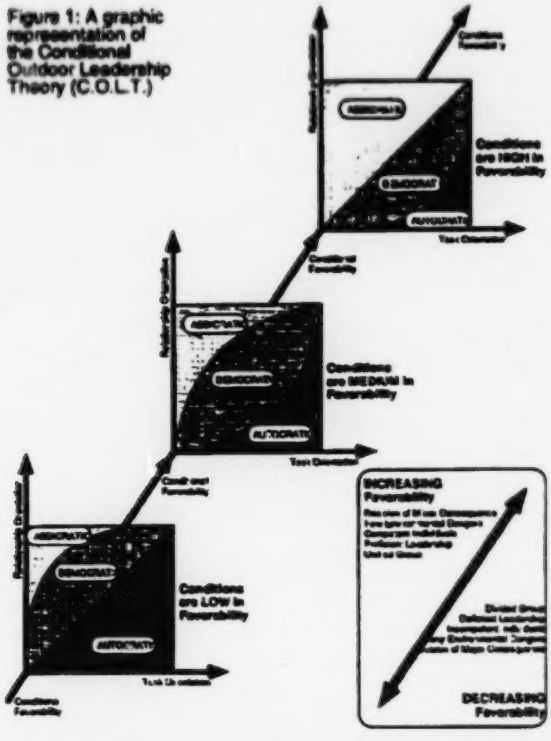

Figure 1: A graphic representation of the Conditional Outdoor Leadership Theory (C.O.L.T.)

express an autocratic style. Leaders with a balanced concern for both task and group may prefer to express a democratic style.

Conditions of *high* favorability, exemplify a more desirable outdoor setting; where conditions may be some combination of the following: minimal dangers, proficient leader, competent individuals, cohesive group, and minor consequences of decisions. Under highly favorable conditions, such as deciding where to camp in good weather with experienced people and a resilient environment, leaders can afford to pay more attention to the group relationships and the opportunity for teaming. Therefore, their chosen style shifts toward the abdicratic and they allow the group to decide on their own. However, given a growing concern for the task (such as potential damage to the environment), flexibility toward a democratic style (discussing the impact of trenching around a tent) or even an autocratic one (making people designate their toilet locations well away from any water sources) may still be appropriate.

Conditions of *low* favorability, hallmark the less desirable outdoor setting; where conditions may be some combination of the following: maximal dangers, deficient leader, incompetent individuals, divided group, and major consequences of decisions. Under unfavorable conditions, such as an injury with a novice group in bad weather and unfamiliar terrain, leaders cannot afford to ignore the tasks and goals of safety. Therefore, their chosen style shifts toward the autocratic and they order and demand action. However, given a strong enough concern for the group (such as a drop in group morale due to uninvolvement), flexibility toward a democratic style (asking for ideas and input on how to construct a stretcher) or even an abdicratic one (delegating to the group responsibility for finding an evacuation route) may be called for.

Recent research has confirmed the model's application to outdoor leadership situations and established its predictive capability. Dixon and Priest (1991) surveyed 100 recognized

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experts actively involved in outdoor leadership training programs in North America. These experts received and (n=77) returned (within one month of initial mailing) a survey consisting of 12 backpacking leadership scenarios. The scenarios represented the twelve possible combinations of high or low concern for task, high or low concern for group relationship, and high, medium or low concern for conditional favorability. Each scenario provided limited information about the task, the group relationships and the conditional favorability of a particular situation for which the leader was encouraged to take action. Experts were then asked which of three options they would prefer to enact. These options were clearly autocratic, democratic, and abdicratic in nature.

The frequencies for the chosen options were calculated for each scenario. Eight of the twelve scenarios contained percentages of chosen options which fit perfectly with those of the model. The other four scenarios contained percentages which were significantly different from the expected values (Chi Square goodness-of-fit, $p<.05$). In other words, two thirds of the scenario responses confirmed COLT, while one third failed to provide evidence to support the model. The researchers speculated that some respondents might have been reluctant to commit to an extreme style such as autocratic or abdicratic, and so chose democratic as the "middle-of-the-road" option which was a "safe bet" from which they could modify their style in either direction as scenario evolved (respondent comments).

Although no non-respondent bias was found, a few experts expressed disappointment in the range of survey options, stated they would have preferred another choice and occasionally wrote that choice into the survey. Since the options were purposefully limited to three definite styles, and since one third of the responses had not fit the theorized model, the researchers reasoned that the scenarios may have been perceived by the experts in a manner which had not been originally intended and this may have lead to the discrepancies. Considering the question of how much influence the three concerns exerted. On leadership style, the researchers hypothesized that experts in disagreement with the expected responses might have followed the same approach to expressing their style, but had acted unexpectedly because of perceptual differences with the scenario, rather than because of the model.

To discern their answer, Priest and Dixon (1991) sent a second survey to the 77 responding experts and received a return rate of 73% (n=56). The same twelve scenarios were again presented in the new survey, but this time, the experts were asked to compare scenarios, rather than consider each independently. In addition, experts rated their concerns for task, relationship and conditional favorability for each scenario on a modified Likert-type scale ranging from 0 (low) to 4 (high). The ratings of these concerns were employed as predictor variables in a stepwise multiple regression analysis used to calculate outdoor leadership style. In other words, the procedure was designed to ascertain the respective contributions that concern for task, concern for group relationship, and concern for conditional favorability (all taken from the second survey) made to the expression of leadership styles (from the first survey). This analysis was conducted for two sets of data: those from the eight scenarios which fit the model and those from the four which did not.

The two regression analyses were congruent (with 42.5% and 20.5% explained variances respectively). For those data which fit the model, concern for conditional favorability entered first, concern for task was second and concern for relationship followed last. For those data which did not fit, the same order was apparent: conditional favorability, task and then relationship. In other words, experts with high concerns for tasks were influenced toward an autocratic style and those with high concerns for relationships were influenced toward a more abdicratic style as expected. Concern for conditional favorability, which (alone) accounted for about three quarters of the explained variance on initial entry, appeared to pull experts away from abdicratic and toward autocratic styles (as they became more concerned).

Both regression equations were most accurate at predicting leadership style from the three concern (task, relationship, and conditional favorability). Regardless of scenario perception, experts apparently followed the same algorithm (with related contributions of concerns) in determining outdoor leadership style. In other words, although some responses given to scenarios were not as expected by the researchers, the experts' choices of style appeared to have been made by the same logic and with similar consideration for the three concerns. This finding further substantiated the COLT model.

The key point, however, was that the best predictor of leadership style, in these cases, was concern for conditional favorability and not an orientation toward task or relationship as suggested by other business or military theories. Without a doubt, the greatest influence in outdoor leadership is the conditions under which the leader leads (Jordan, 1989).

Summary

According to COLT, the style expressed by an outdoor leader depends upon the levels of concern for task and relationship, and upon the favorability of the conditions at that moment in time. In other words, the style expressed by an outdoor leader will vary with the "pull" or directional influence of these three axes variables. From the above two studies, outdoor leadership experts appear to choose their leadership styles on the basis of (and from a combination of) these three concerns, regardless of how they might possibly perceive situations. In summary, outdoor leadership style is most definitely a function of concern for tasks, relationships and conditional favorability, where the latter is of greatest influence for leaders who work in the outdoors.

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Competition Climbing: An Overview of the History and Organization of Rock Climbing Competitions

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Abstract—From its modest beginnings in Russia and the Eastern Bloc countries, sport climbing has grown in popularity and complexity. Outdoor programs may find that hosting a climbing contest can have many benefits which have a positive impact on the program's activities and public image. Included in this paper is a thorough discussion on how to organize climbing contests including: promoting the event, soliciting prizes, determining venues, selecting a format option, and deciding upon contest categories.

History

Commonly thought to have originated in Europe, competition climbing actually began in Russia. Eastern Bloc competitions started in the mid 1960's with a speedclimbing format where, it has been said, speedclimbing was the rule of thumb because equipment was so poor that you were afraid to spend any time on it! European climbers followed suit, though their events took on a difficulty format. Sport climbing and professional competitions were fused in 1985 when the first difficulty competition was held in Bardonecchia, Italy, offering substantial cash prizes. In 1987, European competitions moved indoors onto artificial walls, cash prizes grew larger, and plans were laid for a World Cup circuit.

Competition climbing in the U.S. has a scattered background. The Phoenix bouldering contest, which began in 1983, is the oldest continuous U.S. competition. Again, the new continent provided a different format. Prior to the Phoenix contest, several lesser U.S. competitions began and ended under various formats. These included bouldering, difficulty, and speedclimbing. U.S. competitions took on a professional level with the first U.S. World Cup in 1988. Held at Snowbird, Utah, and organized by Jeff Lowe of Sport Climbing Champion-

ships, this was the first corporate organized climbing event in the U.S., and also the largest climbing media event in the U.S. at that time.

Current Status

Prior to the first U.S. World Cup, there were nine U.S. competitions yearly. Presently more than 90 annual U.S. competitions exist. European World Cup climbing events have become quite popular, often drawing as many as 12,000 spectators.

The Berkeley World Cup, in August 1990, drew only 2,500 spectators bankrupting its parent organization, Sport Climbing Championships (SCC) with a debt of over $100,000. In December 1990, Jeff Lowe, president of bankrupt SCC states that grassroots competitions are needed to build support for World Cup type events in the U.S., and are likely to become bigger and more prestigious (Thornburg, 1990).

In April 1991, the American Alpine Club and the newly organized American Sport Climbers Federation offered sanctioning at the Phoenix Bouldering Contest. This allows aspiring climbers to build points toward national competitions and the National Climbing Team, legitimizing grassroots competitions in the realm of U.S. climbing.

Benefits

The benefits of hosting a climbing competition are many and varied. The publicity from a well organized event will create a great deal of positive public awareness of the sport and also of your program. Additionally, the energy and excitement at a competition can be substantial, and can certainly be redirected into new excitement for your program, employees, instructors, students and classes. You can expect increased enrollment in your classes, and increased attendance at your climbing gym, slide shows, and other presentations.

Another great benefit of hosting a competition is fund-raising potential. This can vary from several hundred to several thousand dollars, depending on the scope of the event, and how much solicitation you've done beforehand. Some very worthy recipients of your fund-raising efforts would include maintenance at your local crag or gym, and of course the Access Fund.

A well run climbing event will provide intrinsic benefits as well, including a more energized climbing community, and hopefully a greater atmosphere of unity among your local climbers. Most events are very labor intensive, and enticing the local crowd into a cooperative effort can provide a much greater benefit than is obvious.

Organization

The organization of a climbing contest resembles the organization of most special events, and can be broken into three main arenas: promotion, prize solicitation, and venue.

Promotion

The promotion of a contest should be viewed with the contest goals in mind: Is your intent to provide a local contest, or will you promote regionally? Local contests are smaller, and easier to manage. Regional competitions are larger, draw a higher caliber of climber, requiring a higher degree of professionalism. I highly recommend that your competition start small, and grow from humble beginnings; however, humble or not, be prepared for

a larger crowd than you are expecting.

Magazine ads can certainly be purchased but are quite expensive. The current national climbing journals of *CLIMBING*, *Rock & Ice*, and *The Connection* all offer free listing under a calendar and events section within their publication. These are excellent opportunities for upstart competitions to gain recognition and visibility.

Public Service Announcements (PSA's) are also an excellent source of free advertisement offered to any non-profit organization. These announcements are useful for regional newspapers, radio stations, and television stations. These are usually brief, giving only the who, what, when, where, and how much, but they're effective. Talk to your local DJs— if they understand your event, and like it, they will liven up your PSA's substantially.

Posters are also an effective tool in your promotional arsenal. Although they can be expensive to print and mail, the mailing can also include an entry form, map of the climbing site, and sponsors. This technique will actually deliver climbers to your site. The "Suppliers" section in the back of *CLIMBING*, and *Rock & Ice* provides a list of retail shops and addresses in your region to send posters to. Print extras to hang at the local crag and guide services, and hold some back for contest day for recognizability.

Direct mailings are costly, but can also be very effective. Climbers love to feel that they have been "invited" to an event, so send them a letter and invite them. Letters should be sent to last year's competitors, or to any list of climbers that you can get. Local climbing organizations, guide services, retail shops, or schools may have a list of climbers in your area. These direct mailings should again include a registration form, detailed information, and a map of the contest site. If your printing budget permits, enclose extra copies to be passed along.

Word-of-mouth may be the most effective promotional tool, and given a positive first competition, will greatly benefit your event in years to come.

Prize Solicitation

Upper level competitions, of course, have upper level prizes; including money, fabulous cars, and beautiful men or women. However, money changes the nature of the game, and cash prizes can turn your humble climbers party into more of a cut-throat, piss-and-moan fest, where every rule and judgement will face serious scrutinizing. Prizes on the other hand, seem to provide enough incentive for excitement and serious competition, yet not so much that people get feisty--especially when you've done enough homework to provide a prize for everybody.

The most efficient method of prize solicitation that I have yet discovered, (barring actual contacts with manufacturers), is the formal written proposal. These include the following sections: 1) Background of your program or event; 2) objectives; 3) proposal—what you are actually requesting; 4)Benefits--what you will do in return; 5) Contact person; and 6) A cover letter. Unfortunately, proposals are paperwork, and therefore have a high frequency of being lost by their target corporation. Follow up phone calls are the primary cure for this.

Other options for prizes include direct purchase. If your budget allows, several companies offer discounted purchases for contests. More valued prizes, such as ropes and shoes, can be obtained this way. Additionally, if you are willing to make a purchase, several companies will then match your purchase with an equivalent donation.

If the drawing card for your event is actually gear prizes and not cash, try to solicit enough so that each contestant receives a prize. This is a great moral boost for the

contestants and sends everyone home happy—which is key because it begins word-of-mouth promotion for next year's event. And don't feel that every prize must be a rope, pack, or pair of shoes. T-shirts, Chums, and Powerbars make excellent prizes also.

Venue

Venue is largely site specifics, and contains three general headings: location, format, and categories.

Location

Location of your event is probably one criteria that will be selected for you. Few of us have the opportunity within our region to choose among our climbing locations, though many may be able to choose between your local crag and an artificial wall. So within the confines of your site, you must begin to develop your event, taking the following criteria into consideration:

- Try to view this event from the climbers' perspective—Will they like this event? Does it allow them maximum climbing time? Will they talk it up among other climbers afterward?

- View your event from a spectators' perspective—Is this format exciting enough for them to pay admission? Is there room for spectators to sit, and room for them to see? Will concessions and rest rooms be available?

- View from the organizers perspective—Make this event as simple as you possibly can. Eliminate all possible equipment and volunteers that you can do without.

- View this from a financial perspective—Will this format accommodate enough climbers to bring the entry fee down to a reasonable level? Is the situation appropriate to rope off an area for spectators and charge admission?

If your event is held on *natural rock*:

1) It will probably be less convenient.
2) It may require further travel.
3) The environment is uncontrolled, and probably therefore is *less safe.*
4) Fewer services will be available like food, etc.
5) It is more difficult to charge admission.
6) It is probably more fun to climb.
7) Natural rock probably accommodates more climbers.

If your event is held on an *artificial wall*:

1) It will probably be much more convenient.
2) This controlled environment is probably *safer.*

3) You can charge admission if room allows.
4) You have a greater availability of services.
5) Your wall probably accommodates fewer climbers.

Format

The following pages list five possible contest formats:

1) **Bouldering contests** provide a great deal of climbing for the contestant, and can be a lot of fun for both contestants and organizers. Climbers attempt a pre-set number of bouldering problems: (i.e. They are allowed to attempt 20 problems, but only the top 18 are scored), and they must choose from the field of problems you have pre-arranged, which can number into the hundreds. This is usually an all-day affair, but can accommodate many climbers. The Phoenix bouldering contest has perfected this model, and annually hosts more than three hundred climbers. Each problem is given a point value according to difficulty, and winners accumulate the most points. Climbers are sent into the field in teams of three or four, and each team is charged with self belaying, spotting, and judging, thereby reducing the need for volunteers substantially. Some problems may need a top-rope, but most require only spotters reducing the need for equipment as well.

One problem with bouldering contests is that they demand an appropriate location. This format has yet to be implemented on an artificial wall. A similar format can be used on higher rock, but then becomes more equipment intensive. Bouldering has a very relaxed atmosphere once the competition begins and therefore is somewhat less of a spectator sport.

2) **Endurance competitions** offer an interesting format, and usually includes several pre-roped routes. Like the bouldering format, each route is given a point value according to difficulty, and climbers are given a time limit (usually one to one and half hours) to complete as many climbs as possible, thereby accumulating as many points as possible. Winners are determined by the highest accumulation of points. This style of competition has some great advantages in that the climbers love it. They spend a maximum amount of time climbing, and zero time in an isolation booth. This is also very exciting for spectators, which can be an additional source of income, and can draw the media as well. Additionally, this is a relatively inexpensive style of competition to host, and judging is easy enough that it can be handled by volunteers.

On the other hand, endurance competitions are very equipment intensive, requiring many roped routes for the competition to take place. This event is also very labor intensive, requiring many judges and riggers for the roped routes. The Pocatello Pump has utilized this format quite successfully.

3) **Ability contests** are most often held as an on-sight leading contest. This format is utilized in World Cup competitions, and is offered in two different forms: either as one long route where whomever reaches the highest point wins; or as several shorter routes where routes are assigned a point value and the highest point accumulator wins. This may be enticing to the climbers, but often competitors spend more time in an isolation booth awaiting their turn than they do climbing—on World Cup events, contestants are only allowed a 15 minute

effort. After one or two competitions, most climbers realize that they'll spend more time climbing in a different format.

From an organizer's point of view, an ability format held on one long route is also equipment intensive, requiring course setters, professional judges, video equipment for judging, and pre-placed protection. Additionally, one long route can be less exciting to watch, leaving a lot of down time for spectators to get bored.

On-sight leading events also offer little opportunity for children and recreational classes, which may well be your largest pool of contestants. In general, ability contest are for the upper echelon of the climbing community, requiring the highest level of professionalism, as well as an extensive budget.

4) Speed climbing is the style which evolved from the Eastern bloc countries. In a speed climbing format, two climbers ascend equivalent routes side by side, and the first climber to the top wins. No consideration is given to style or finesse, only speed.

Speed climbing is therefore much less equipment intensive, requiring only two top-roped routes. Judging is easy, and judges can be volunteers. Because of this, speed climbing competitions are cheaper to operate. This format seems to work particularly well on artificial walls, as it is much easier to set equivalent routes side by side.

From a spectator's standpoint, this format can be quite exciting to watch; however, among climbers this is not the format of choice.

5) Gladiator Style. If you are really up for some excitement, host a competition Gladiator style! In this format, climbers attempt to move up an artificial wall as another contestant attempts to pull them down. This format is cheap, fun, and very exciting, although probably a little too gimmicky to draw many serious climbers in.

Combinations of the above formats work well also. The Pocatello Pump implements an endurance format for the preliminary round, and a difficulty format for the finals round. This draws in every level of climber, and provides the contestants with as much hands-on climbing time as possible. It also provides great spectator sport as well, offering both the carnival atmosphere of an endurance contest, with the style and finesse of on-sight leading.

Categories

Make one for everybody and let them climb! Hardmen, hardwomen, kids, grandparents, and everyone else will probably get caught up in the excitement and want to climb. Don't deny them this opportunity. One major discouragement for contestants is thinking that they will be categorized and judged against better climbers. Breaking down the categories into subcategories helps in this regard. If having prior knowledge of the rock offers climbers an advantage, sub-divide the categories into local and non-local. Additionally, if you offer categories for novice climbers, serious climbers, and hardmen (break these down any way you like), sub-divide these again into men's and women's categories.

Junior climbers are among the greatest crowd pleasers, and offering a category for junior girls as well as junior boys will surely draw more contestants in.

Future contests should also include a category for climbers with disabilities. This is a growing segment of the climbing population, and offering them an opportunity to climb can certainly add spice to your event.

Awards

The awards ceremony can take any form you like, from informal prize giving, to a formal presentation, to an all-out party. Suggestions include: food, which can be included with the entry fee, or paid for separately; music; or even a professional slide presentation. Either way, you have a captive audience with a lot of energy and enthusiasm--use them. Anything which provides the climbers with an opportunity to socialize and unwind after the big day will be well accepted.

Once your event is up and running, try to sit back and enjoy as much as you can. Your months of planning and promoting will explode before your eyes, but like an explosion, it is also over with very quickly. If the opportunity arises, try to step back away from your event long enough to see things from a different perspective--take in the climbing, the crowd, the parking, concessions--everything pertinent to your event, and then make a written list of suggestions for next year. Remember, this years' success is your greatest promotional tool for next year's event, and begins the whole word-of-mouth process, positive or negative. Do your best to make it positive, and do your best to make it fun, for both the contestants, and yourself. Good luck!

Scott Tyson has directed the climbing program for Idaho State University's Outdoor Program since 1985. He has led the push for an indoor climbing gym at ISU which should be built within the next year. In 1986, he founded the Pocatello Pump, a climbing competition which has grown into the largest of its kind in the Northwest and third largest in the U.S. He teaches beginning through advanced rock climbing and ice climbing and has climbed extensively throughout the west as well as in Canada, Alaska and South America.

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Some Observations on the Management of Outdoor Programs

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Author's Note

At the Moscow conference, this session was held in an open, group discussion format. As often happens, a lively discussion ensued. Much of the time was spent discussing personnel management, with those present in the session sharing their ideas and information on the topic. The hour time period planned for the session went quickly, and the general consensus among the group was to continue to have similar discussions at future conferences. This paper covers some of the material presented during the session. It also covers material that was not presented because of time constraints.

Introduction

Since the heady, hectic days of outdoor programming in the 60's and 70's, a slow, maturing process has settled upon the field. The field is still young, of course, and full of promise for meaningful experiences for participants and stimulating job opportunities for professionals. But the field is at a point where most program directors find themselves wearing the hat of an administrator more than that of an outdoor educator.

It's not because those of us the in the position dreamed of shuffling papers. Rather, it is a necessity brought on upon the changing nature of outdoor education and society. Outdoor employees are seeking reasonable salaries and benefit packages. Participants want quality instruction and services. Upper level administrators ask for travel requisitions, risk management plans, and written justifications of program. And the law profession continues to cast its menacing shadow over programs.

All of these and more require our attention in an administrative and managerial capacity. Like any form of management, the style utilized is dictated by service or product provided. In our case, the service is outdoor recreation, and there are some management procedures and techniques particular to the field which are helpful in running outdoor operations. I won't attempt to cover the entire topic in the limited space this paper, but I will touch on a few key areas that I've found helpful in my 18 years in the field. One of those areas is the most vexing,

yet rewarding parts of outdoor management: personnel.

Personnel Management

The nice thing about outdoor education is that it attracts good people, willing to devote inordinate amounts of their time and energy. Certainly, there are a few misguided souls who would be better off in more sedentary positions. But on the whole, it has been my experience that finding the right people is not the problem. Rather, the challenge of personnel management in outdoor programs is dealing with the over-enthusiastic and eventually over-worked employee.

Outdoor Program jobs are far different than the typical working situation of eight to five. A staff member might work a full weekend on a backpack trip, then be back in the office on Monday morning... and then work several evenings teaching kayaking during the week... and then work the next weekend. It's not unusual during height of ski or summer seasons for a employee to work four or five weeks without a break.

Upon hearing about such work hours, the standard layman's impression is "well, it's easy work. He's just out playing". Certainly it's play, but it's other people's play. And that is the catch. There's a big difference between personal recreation and recreation which is done for the benefit of others. Even in the least structured of all styles of outdoor trips, the common adventure trip, outdoor program staff are burden with the responsibility of helping guide democratic process within groups. Democracy even within small groups is never easy, and dealing with personality conflicts within the unsettling environment of the outdoors can be and is wearing. When you're doing it every weekend, it's work.

What is at the heart of the matter is an emotional commitment to the job and the participants. Some trips go smoothly, of course. But others are different. Like a raft with a slow leak, an outdoor staff person staggers home at the end of emotionally demanding trips, flaccid and deflated. Often the next morning they'll be back the office, cleaning up the van, putting away gear and tying up the loose ends. Throw several of these trips together, and with time, burn out enters the picture and quietly does its damage.

The cure, of course, is time off. Outdoor Program directors need to keep an eye on how much their staff is working and watch for the signs of burn-out. A little time off to enjoy one's own personal recreation or do something different can greatly improve employees' outlook and productivity.

The method in which time off is given will depend upon the appropriate protocol of the sponsoring institution. In my situation, for years we were able to provide time off on an informal basis. The idea was if you worked a weekend you took two days off. Stricter state requirements now require us to record compensation (comp) hours. It is difficult to calculate the number of hours outdoor program employees work when they're on trips, but generally giving eight hours compensation for each extra day beyond a regular five day week is accepted as fair. For instance, a person working a weekend trip receives 16 hours of comp time (eight for Saturday and eight for Sunday). This method requires greater paperwork, but from procedural standpoint most personnel departments will be more comfortable with it than informal methods.

Based on input at our session in the conference, a number of Outdoor Program directors and employees are not able to accumulate compensation hours. In my position as Outdoor Program Director at Idaho State University, the state has determined that compensation hours should be granted in order to be in compliance with the Fair Labor Standards Act. If you are presently not on the comp hour system, then it may be wise to check with your personnel

department. According to the act, certain positions, occupations and trades are exempt from the comp hours provisions of the law. A review of those exempt positions, however, do not include anything which would resemble an outdoor program job (U.S. Department of Labor, 1975).

It is very important that your superiors, the people who are above your program, understand the amount of time and emotional commitments being put in by your staff. I'll talk about communication with superiors later in the paper, but you need to make a concerted effort to remind those in authority of the good work and dedication put forth by your staff. With this understanding, your superiors can set the record straight for higher administers.

Program Planning

I don't want to state the obvious, since everyone's fully aware of it. But it won't hurt. Plan carefully. Assiduous planning is key to a smoothly functioning program. While there are various stratagems than can be employed, I found that two elements greatly assist the process. One is regular staff meetings and the other is a large calendar with lots of space to write down ideas. The regular staff meeting (once a week) is used to touch base with everyone, to find out how trips went and to generate ideas for upcoming events.

I would suggest scheduling the planning meeting early in the week, since the staff can make last minute preparations of activities occurring later that week. For specific days, Monday is OK, but Tuesday is better. Mondays are often poor days since staff members who have just worked the weekend come to the meeting tired. Tuesday seems to be a much more energetic day, and staff members more enthusiastic and better inclined toward rolling up their sleeves.

The large planning calendar comes to meetings as well. As ideas are discussed, they are penciled in on the calendar. The calendar serves to remind staff members on events coming up, publicity that needs to go out, rooms to be scheduled, etc. By using pencil the calendar is easily altered and updated. When it comes time to print out schedules, the calendar serves as a convenient rough draft.

Volunteer Management

Few in the outdoor program business have the luxury of working with liberal budgets. Often funding is tight and there's little to spare. Thus methods must be found to stretch hard earned funding dollars. The use of volunteers is one such method.

Volunteers can serve many functions in an outdoor program. They can help organize and take out trips, run workshops, conduct evening programs, help with disabled programs or even assist with office duties. Those with programs at universities have a advantage here. The student population on a college campus serves as a great pool from which young, enthusiastic volunteers can be drawn.

Yet volunteers don't necessary always need to be young or come from the campus. Volunteer resources are available in any community. Take evening programs, for instance. A good many emergency room doctors are more than happy to do sessions on emergency first aid procedures in the backcountry. A geologist might be interested in doing a program on the geology of a popular climbing area. A member of nearby ski patrol likely could be talked into doing a problem on avalanche safety. Even the local insurance agent might turn out to be a good prospect for a program, particularly one who has just returned from a trek to Annapurna. It a pleasant marriage. Volunteers are happy to do their program and share their knowledge and skills and you're happy to have the free offering.

Some volunteers require extra time, particularly those that will be assuming coordinating or leadership positions in the program. Many programs have found the extra time spent training to be well worth the effort. The University of California, San Francisco is an example of a program that provides training for volunteer coordinators in its successful common adventurer trip program. Handicapped programs throughout the country provide training programs and utilize volunteers extensively in such programs as skiing, rafting, sailing, horse riding, etc.

Before unleashing denizens of volunteers, let me issue a warning. Volunteers are not a cure-all. Many prospective volunteers are initially enthusiastic, but when the routine work begins they suddenly disappear. Others are simply unreliable. It takes work to interest the right people, and once the right people are found, it takes more work to cultivate and keep them motivated. Show personal interest in volunteers. Follow up good helpers with phone calls. Invite volunteers to social events, like a pizza evening after a day of ski touring, or the annual Christmas Party at the end of the year.

People who volunteer do so not only for the personal satisfaction of helping others. There are other reasons, and often times, it is the other reasons that are most important. They may have a need to a part of group. They may get an ego boast from being in leadership position. Or they may enjoy the extra recognition and prestige that comes from leading. It is an understanding of these other motivations which can help you keep volunteers on track and enthusiastic. One point to remember is to always give recognition. Don't be afraid to be profuse. Making the extra effort to compliment and say thanks over and over will pay many dividends. If you keep that in mind, you'll have a windfall of volunteer help in your programs.

Program Record Keeping

There's little joy in it. Nobody looks forward to it, but directors of outdoor programs more than anyone need to keep good records. There are good reasons. Good record keeping shows a level of sophistication. By having data on participation, results of participation satisfaction surveys, or an analysis of costs and benefits, you are in a much better position to justified the expenditure of funds for your program. Programs with no records or poorly tabulated participation figures appear, even though they might not be, loosely organized and poorly run.

Record keeping need not be taxing as long as it done on a regular basis. I utilize the weekly staff meeting as a time to keep records up to date. While the staff meeting is underway, a master data sheet can be passed around and members of the staff can update their entries for the past week. A variety of records can be kept, but at the very least, good participation records should be maintained. Even if your sponsoring agency or institution doesn't require one, prepare an annual report with total numbers of participants and information on the year's highlights.

The journal method is one way of collecting records and information as the year progresses. The journal, which is basically a scrap book, can include participation figures, copies of news releases, photographs from trips and complimentary letters from participants. At the end of the year, the annual report can be easily prepared by paging through the journal and picking out significant events. The journal, if left in a prominent place in the outdoor office, also serves as a good promotional tool. People stopping the office invariably pick it up and page through it.

Politics of Outdoor Programming

The smoky rooms of politic operatives is probably the last arena in which an outdoor program director wants to get involved. But the politic arena described here is not the sultry kind, nor is it kind that involves the surreptitious jockeying and power positioning that some times takes

place within the bureaucracy of institutions. Rather, this is about it's more subtle form: the wise, tactful and artful way of getting things done.

When you are in charge of an outdoor program, how tactful your approach is often means the difference between good administrative support and poor administrative support. Or put more practically, it's the difference between a good budget and a poor budget.

Artful politics involves the understanding of power structures within institutions. One way of categorizing institutional power is to look at it from the perspective of two dimensions (Banning & Sherman, 1988). One dimension is authoritarian power. Authoritarian power is that which is assigned by the institution. The power that your superior possesses to hire supervise you or to approve your budgets has been given to him or her by the institution. Most institutions have flow charts showing the network and chains of authoritarian power.

The other dimension of power, influential power, is not assigned by the institution. This the kind power which comes through personality, tact and persistence. It also comes through friendly contacts, respect for work and logical and compelling proposals. And if its carefully nurtured and used, influential power can effect positive change.

Outdoor Programs are always low on the authoritarian power scale. It's never more obvious than by looking at the institutional flow chart where the rectangular box housing the outdoor program appears at bottom of the page—if it appears at all. It is, then, influential power which must be utilized by outdoor program directors. The development and use of influence doesn't happen overnight. It takes time.

What is important is that you understand your institution's protocols and the chain of command in which you fit and who, in that chain, are the key people. Make friends with those above you. Keep it on a business level, but friendly. No one likes to deal with negative people. Keep supervisors, especially your immediate supervisor, informed of your program's activities. When supervisors hear from you on a regular basis, they become comfortable and stay comfortable with the your program. That's the way you want supervisors. If they are not familiar with the program, you'll have little support when chips are down.

Administrators higher in the chain of command are more difficult to reach. But, nevertheless, you should take advantage of occasional opportunities to make contact when they present themselves. If the community newspaper runs a complimentary article on your program, you may wish to send a higher administrator a copy of the article. Supervisors and presidents like good press—and good mail. When you have enthusiastic participant who just had a wonderful time on a trip, have them drop a line to the president.

Sometimes help comes from unexpected corners. Our program occasionally runs climbing demonstrations for high schools around the area. At one of the out of town demonstrations we learned that a teacher who helped organize the event was a state senator on a key legislative committee. When we found this out, we asked if he wouldn't mind dropping a line to our immediate supervisor and the president of the University. He didn't mind, and ended writing a complimentary missive on legislative letterhead.

As a postscript to the story, I recently submitted a proposal for extra funding which were considered by the president of our university. The extra funds are sorely needed in our in our handicapped program. I can't be certain if the letter helped, but we did receive the funds.

Become familiar with how decisions are made in your institution. When developing funding proposals, start with your immediate supervisor and work up through those above. You'll find that there are appropriate times and routes to take. Much of how you tailor your approach will be guided by your experience and by the experiences of those who have been in the system for long time. Persistence is the key. You'll be unsuccessful more times than you're successful, but keep coming up with ideas and trying them out. Eventually, something will click, and you'll have

a success. With time and a little luck, you'll be able to increase the budget, provide better pay for your staff and improve services to your participants. That's when playing politics becomes worth it.

Ron Watters is director of the Idaho State University Outdoor Program. He is the author of five books on outdoor topics.

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The Top Rental Items For University Outdoor Programs and Effective Buying Techniques

David J. Webb
Brigham Young University

Abstract—The top rental items for university outdoor programs are discussed. Specific effective buying techniques explain how a savings of $58,000 in one week was made by spending $600. Methods and techniques for finding, obtaining, and lowering the cost of equipment prices from outdoor vendors and equipment sources are described.

Outdoor Equipment Rental Services

Extracurricular university outdoor programs typically offer one or more of these four services: (a) retail sales, (b) repairs (usually bike and ski), (c) programs (clinics, trips, slide shows, events, etc.), and (d) equipment rentals. In 1990, 116 outdoor programs (about 77% of the outdoor programs at four year colleges and universities) collected over $150,000, 38 other programs each collected between $10,000 - $70,000, and 75 other programs each collected less than $10,000.

Equipment rentals, besides being a possible source of potential revenue, permit an outdoor program "piece of mind" in knowing that the program has the ability to provide the right kind, quality, and quantity of equipment for its programmatic needs.

Summer and Winter Rental Items

In 1983, a survey indicated what the most frequently available summer rental items were at 11 university programs west of the Mississippi River: (a) sleeping bags (84%), (b) tents (69%), (c) backpacks (68%), (d) stoves (47%), (e) coolers (21%), (f) rafts (21%), (g) canoes (16%), (h) innertubes (11%), (i) ice axes (11%), (j) lanterns (11%), (k) sleeping pads (11%), (l) wetsuits

(5%), (m) volleyball sets (5%), (n) climbing equipment (5%), (o) fishing gear (5%), and (p) cooking gear (5%).

The same study indicated that the winter items most available were: (a) x-c skis (74%), (b) snowshoes (63%), (c) tents (53%), (d) backpacks (53%), (e) sleeping bags (47%), (f) ice axes (11%), (g) innertubes (11%), (h) gaiters (11%), (i) stoves (11%), and (j) ice skates (5%). Just because 74% of these universities rent cross-country skis doesn't mean your organization should, or that cross-country ski rentals are a good choice for a school now renting them.

Rental Item Criteria

Financial and service criteria to evaluate items in existing rental programs could include ranking items by total rental frequency, ranking rental items by total gross income, ranking items by per item income, and identifying which items are essential for a program activity.

Gross Rental Frequency

To identify the rental item with the most rental frequency, the rental area collects information on how many times a specific type of item was rented. The University of Calgary (1988) rental item with the most rental frequency was sleeping bags with 4700 bag rentals, second was telemark boots with 4687 boot rentals. Their second lowest rental frequency was snowboards with 161 rentals, and lowest rental frequency was pulk-shuttles with 84 rentals. Brigham Young University's (BYU) most frequent rental (1988) was downhill ski packages with 4332 rentals, and the second most frequent rental item was the x-c ski package with 1156 rentals. BYU's least frequent rental were 4 gallon jugs with no rentals and badminton sets with one rental. Identifying items with a high rental frequency can suggest what items to increase or decrease in quantity or price.

Items by Gross Income

To identify the rental item with the largest grossing income, the total income generated for a specific type of item needs to be collected. The University of Calgary's (1988) largest income grossing rental items were 124 sleeping bags generating $20,193 and second largest was 125 telemark boots generating $15,055. The lowest income grossing items were 5 snowboards making $812 and 3 pulk-shuttles making $633 in Canadian dollars. BYU's highest grossing income items were 216 downhill ski packages generating $50,215, 88 cross country ski packages generating $7,781 and lowest grossing items, 17 camp grills grossing $2.50 and 2 hatchets at $0.00. Identifying items with a large or small gross income indicates what is making the bulk of the rental income which can guide the increase or decrease of inventory items.

Per Item Income

To identify the per item income, the following formula is used. Gross item income divided by total number of items divided by purchase price of the item. This will either be a positive or negative dollar amount. If it is positive, then the item generates income, if it is negative, the item requires a subsidy or a longer amount of time to realize a break even or a positive financial return. BYU's high per item income's were 2 Tug-o-war ropes costing $1.00 each rented 80 times with a gross income of $369.00 resulting in a 18,450% return on investment,

Twister game a 1,230% return, and snow toboggans a 877% return. In comparison x-c ski package only had a 77% return and the down hill skis a 116% return. The percentage return only indicates income above the purchase price of the item. For the outdoor programs that have operational costs paid for by student fees or other subsidy sources, the additional income can be used to buy more or better equipment. For those programs that don't receive subsidies, the income can be used to pay student and staff wages or other operating expenses or to purchase new equipment.

Program Items

Identifying which items are essential for a program activity is not difficult. These are items that individuals typically don't have or are critical for group outings. By all other criteria BYU should not have a bike trailer in it's rental inventory, except that it can carry gear underneath and bikes on top for 22 people. Pulk-sleds for carrying gear cross country skiing is a poor rental item financially and operationally, but they add a degree of safety by being able to carry injured people and therefore remain as a rental item. Compasses are not a financially successful rental item, they have a very low rental frequency, yet for orienteering programs nothing else will serve that need.

Data and Principled Acquisitions

To build or improve a rental program, collect data. Identify what you are now doing. Visit, call, and study other programs, local and distant, and compare what you do (or plan to do) with what they are doing. After collecting objective data, make your decisions and implement your plan. Don't fall into the trap of getting the equipment you personally want, instead of getting the equipment that your program operationally needs, and the students (patrons) want.

Purchasing Methods

Now that you have assessed your needs and identified what you ought to buy, how do you get the most and pay the least?

Local Retailers

The "expensive" way is to go down to the local outdoor shop and have the local outdoor store sell to you at retail or retail with a 5-15% discount. For example, sleeping bags cost the retailer $70.00. He adds a 60% markup and prices them at $112. He gives you a 10% discount and you pay him $100.80. You save $11.20 per bag. The retailer makes $30.80 on each bag.

University Purchasing Departments

The "easy" way is to have the university purchasing department find some sleeping bags. They will try to find the least expensive bag that meets your specifications. They easily can compare costs, but usually don't have the experience to compare the benefits of different bag manufacturers or sleeping bag features. They probably will be able to get the bags for wholesale. For example, if your purchasing department picks the same bag that you selected

in the first example, you would pay $70.00 for the bags, saving $30.80 per bag buying direct rather than buying through the local store. If you were buying 10 bags you would save $308 buying them factory direct, or instead of buying 10 bags from the local shop for $1008, you could buy from the factory 15 bags for $1050.

Trade Shows

This is the way I like to make most of my purchases. The "pay less than wholesale" way can be done if you (a) understand and use buying terms to your advantage and (b) wisely use buying trade shows to your advantage. First let's look at purchasing terms.

Just as there is a wide range that an item could be sold for at retail, there is a wide range that an item could be sold at wholesale. Here are some payment terms that could reduce the price you pay.

Purchasing Terms

1. Closeouts. These are items that the manufacturer or distributor wants to get rid of. They may be last years model, or color, or style, or may have a cosmetic or functional flaw. Ask if they have closeouts, and why they are closing them out. I've paid $45 instead of $89 (wholesale) for semi-dry suits that had a tight ankle seam (functional flaw) which we would easily repair when or if it ripped out. I've also paid $200 for kayaks with a bad paid job (cosmetic flaw) instead of the usual $399-$450 (wholesale). I've paid $45 a pair for metal edge touring skis instead of $119 (wholesale) because they were last years model and didn't have this years "paint job".

2. Dating. This refers to extensions of credit often 30, 60, 90 days, even 1 or 2 years. It describes the time limits for payment of merchandise. For example, I receive ski products in October but don't have to pay the invoice until March because of 120 days dating. Dating can be expressed a variety of ways:

- **5% 10th/net 30** means that you will be invoiced on the 1st day of the month and you must pay by the 30th, however, if you pay on or before the 10th of the month you can discount your bill by 5%.

- **5% 30/net 60 FFA** means that you will be invoiced on the 1st day of the month and you must pay within 60 days, however, if you pay within 30 days you can discount your bill by 5% and FFA (Full Freight Allowance) deduct the cost of freight off of the invoice.

- **2/10 EOM** means that you can discount your bill by 2% if you pay within 10 days, full payment due at the End Of the Month.

- **2 year dating** means that you get the product now but don't have to pay for it for 2 years. Ski companies are ones likely to have this program. This would allow you to buy ski boots now and pay for them this year, and skis now and pay for them next year. The drawback to this is the skis might cost $95 for a one year dating program and $99 for a two year dating program. You are being charged interest.

3. Anticipation. Universities can use anticipation to their advantage because universities don't have the same cash flow problems stores have. If a company has a long dating terms as a regular part of doing business, if you pay sooner than required (anticipating the payment date), they may give a discount. For example, I receive skis in October and must pay for them on March 1. There is a 1.5% per month anticipation. If I pay for them in the end of October then I have anticipated making the payment before the months of November, December, January, and February, which is 4 months at 1.5% per month equalling a 6% discount.

4. Quantity Discount. When you buy more of an item and the price per item goes down, you are receiving a quantity discount. Using skis as an example, for each 25-50 additional pairs bought you might receive an additional 1% discount.

5. Pre-season Discount. A pre-season discount is the discount you receive for placing an order within a time period prior to the main season for selling that item. Orders placed in April for ski goods you will receive next October might receive a 1-5% pre-season discount.

Purchasing example

Let's use these terms and make some imaginary purchases. We need 24 pairs of skis whose base wholesale price is $119. We find out that in the larger and smaller sizes we can buy last years ski on "closeout" for $49 each or $588 for 12 pairs. The other 12 pair of skis we pay $119 times 12 skis ($1428) minus 5% pre-season discount ($1,428 - 5% = $1, 356.60), 0% discount for quantity, 1.5% per month with a 3 month maximum anticipation discount ($1,356.60 - 4.5% = $1,295.55). If we had bought 24 skis at $119 it would cost $2,856. By buying closeouts, and applying pre-season and anticipation discounts we only pay $1,833.55 saving $972,45. If airline, hotel, food, etc. for the trade show cost $600 the subtract $600 from the $972,45 savings and there is still a $372.45 savings. If other savings were realized at the same trade show where the ski purchases were made, then the savings would be greater. At the 1990 United Ski Industries of America annual trade show i ended up paying $33,000 for items whose base wholesale price was $42,000 and suggested retail value was $80,000. This savings was directly related to my attending the trade show and asking and taking every discount available. Although there is some expense to attending trade shows, over the last nine years I have saved #3 in equipment purchases for every $1 spent in attending trade shows. Wisely selecting items and purchasing wisely (or guiding you purchase department wisely) will allow you to provide more and better equipment at lower costs. Besides, it's fun to make good buying decisions!

Trade Show Tips

Why should outdoor programers attend trade shows? What trade shows should they attend? How should they prepare for trade shows?

Discounts on purchases. The first reason for trade show attendance is to save money. I've indicated that at one trade show I paid $33.000 for items whose wholesale price was $42,000 and retail value was $80,000. I paid $11,000 below wholesale as a result of going to the trade show. It cost $600 for the transportation, food, lodging and miscellaneous for me to go and

6 days of time. By going to the trade show I saved the outdoor program from having to spend $10,400, or saved $1711 per day for six days. The first reason for trade show attendance is to save money by using trade show discounts and special pricing.

Comprehensive product and price comparison. The second reason to attend trade shows is to be able to see products and compare prices. Looking at items in catalogs has little value when compared with looking and perhaps briefly using the items as part of a trade show. Looking at prices in one catalog and comparing them with prices in another catalog has little value when compared with looking at prices in one catalog with the manufacturers sales representative, with both of you knowing that later you will be in a competitors trade show booth looking at the competitors product and pricing. In the competitive environment of a trade show sales "reps" try harder to price their product lower. When you can see, handle, and try a product you have a greater chance of selecting the product best suited for the job. Technical or product information can be given to you, at times by the designer or owner of the company. This allows you to make a better choice because you have better information when selecting equipment for your program. Because the best product was selected it should last longer, require fewer repairs, reduce administrative time in replacing it, bring greater patron satisfaction and in the long run generate more income. The second reason for trade show attendance is to save money by buying the right product for the right price.

Awareness of trends. A third reason to attend trade shows is to be able to see generally the direction an entire industry is moving as well as specific items that may be the hot new or tired old trend. When Burton Snowboards continued to grow and other companies started building snowboards, or when Rollerblades broaden their market and other companies started building in-line-skates, many outdoor programs (if they weren't already renting snowboards or in-line-skates) were quick to catch up with outdoor programs and shops that were already renting and selling these products. A third reason for trade show attendance is to save money by buying the right product at the right time and to stop buying products at the right time.

Training and development. A fourth reason to attend trade shows is to be able to attend technical and educational sessions. Outdoor companies and associations frequently present seminars regarding products, trends, and management. At Expo West (the trade show for backpacking, camping, climbing, and paddle boating manufacturers, distributors, and buyers) held this August 1991, the seminars included topics on:

- "The Sixth Annual Paddlesports Seminar" by *Canoe Magazine, Outdoor Retailer, and DuPont.*
- "Product Liability and Negligence Concerns" by North American Paddlesports Association.
- "Towards a Greener Outdoor Industry: Recycling and Beyond" by Recycling Resource.
- "CEN Standardization and Certification" (European climbing gear manufacturing standards) by the Climbing Sports Group/Outdoor Recreation Coalition of America (ORCA).

- "General Meeting" by the Trade Association of Sea Kayaking.

- "Preserving the Wondrous Tatshenshini Rivers" by Michael Down /Tatshenshini Wild Conservation Alliance.

I have attended seminars about bicycle wheel building, marketing, ski tuning, hiring, advertising, putting on special events, safety, customer service and more all for free as part of the trade show. At Expo West an afternoon and evening is spend on a river in Reno. All the canoe, kayak and sea kayak manufacturers have 80+% of their boats on the river bank for trade show attendees to take for test paddles on the river. I spent 3 hours paddling, spending 5-10 minutes in a boat. This allowed me to feel more confident about how these boats perform than just talking to someone who has paddled them. After paddling the open cockpit sea kayaks and talking with the sales rep it was easy to select the boats for our outdoor program base on comparative performance and comparative pricing. Knowledge is power. Acquiring, strengthening, and sharpening your knowledge will allow you to provide a better service and outdoor program. A fourth reason for trade show attendance is to save money by attending technical and educational sessions (for free).

Build relationships. A fifth reason to attend trade shows is to be able to strengthen relationships. By meeting sales representatives and outdoor equipment company management you begin to establish a relationship. Significant leaders in the climbing, skiing, bicycling professions and other can become acquaintances. Later when a company has a special that will help your program, the sales rep might call you so you can take advantage of the opportunity. When you need help, the company management remembers you and may be able to help your program. Sports figures "drop in" and/or keep you informed about their lecture circuit. College outdoor program professionals have been staying together in the same motels while attending trade shows. The camaraderie and networking that occurs is valuable, but perhaps even more valuable is the sharing with one another of special products and prices that they individually discover at the trade show. This sometimes results in group buying that benefits all! A fifth reason for trade show attendance is to save money by building relationships that sooner or later save money or solve problems.

Besides saving money, selecting the appropriate equipment, building relationships, and gaining knowledge -- trade shows are fun! They are hard work, but for "gear hogs" fun work.

Trade Shows You Might Attend

The trade shows that have served my needs the best are these:

1. Expo West. This is the trade show for backpacking, camping, climbing, and paddle boating manufacturers, distributors, and buyers. The show has been growing and could be the only show many outdoor programs would need to attend, especially if you don't buy any type of snow skis. Approximately five acres of gear to look at in a three day period. Contact: OUTDOOR RETAILER EXPOS, telephone (714) 499-4591.

2. USIA (United Ski Industries of America). Seventeen acres of ski related equipment and five acres of backpacking camping, climbing, and other type gear. This is the show to attend if you buy downhill and x-c skis as well as other gear. Contact USIA, telephone (703) 556-

9020.

3. Outdoor Retailer Winter Market. This trade show is the same show by the same people that put on Expo West in August in Reno with the difference being that at the Winter Market two to three days of demo-ing x-c skis at Solitude Ski Resort is done (instead of the paddle boat demos). If you don't need paddle boats or downhill skis, this is the show to attend. Contact OUTDOOR RETAILER EXPOS, telephone (714) 499-4591.

4. Interbike: This is the west coast trade show for bicycles. Seven to eight acres of bicycles. A week later this show is held in Atlantic City, New Jersey for those on the East Coast. If you are selling, renting, or repairing mountain or road bicycles, one of these shows is a must. Contact: Interbike Expos, telephone (714) 722-0990.

5. ABIA (American Boardsailing Industries Association): This is the show to attend for buying windsurfing gear. You can spend two days of testing sailboards (waiting and rigged on the beach) and two more days in the exhibit hall. One year at this show I bought full wetsuits for 25$ each. I had gone planning to buy 30 wetsuits and to spend $65-$75 for each one. The savings from that wetsuit purchase paid for the whole trip and I was able to buy more than twice as many wetsuits than I had planned! Contact AWIA, telephone (800) 333-2242.

6. America Outdoors: Formerly the Eastern Professional River Outfitters and the Western River Guides Association, now joined together and called America Outdoors. Their annual convention and trade show is held in December with the location changing each year. This is the convention and show to attend if you are buying rafts and rafting gear. Contact America Outdoors, telephone (303) 377-4811 or (612) 524-1045.

Attendance Frequency

I wish I could say that I go to all these shows every year but I don't. I haven't bought sailboards for 4 years and it's been four years since I went to the ABIA. I plan to go in two years when its time to buy new sailboards and wetsuits. In 9 years I missed the USIA show only once. The America Outdoors (rafting) convention is on I attend every 3-4 years when we need to by rafting gear. I have stopped going to Interbike, but my student bicycle manager and student assistant bike managers have gone in my place for the last 4 years. I have even gone to the general sporting goods shows like the NSGA (National Sporting Goods Association-Anaheim, CA) in the Fall or the Super Show (Atlanta, GA) in February. These shows are good for team sports but had very little value for outdoor programming and outdoor adventure sports. If you deal in SCUBA or another adventure sport specialty like bicycles, or windsurfing, there are other trade shows associated with that sport that would save you money by attending it before buying equipment.

Trade Show Preparation and Participation

Prepare for trade shows by P.L.A.N. and Before-During-After.

P. L. A. N.

1. P – Prepare: Prepare ahead of time. Know why you are there. Know what items and

how many of each you want to buy. Study the list of exhibiting manufacturers. Make appointments before the show or the first day with reps of the items you have questions about.

2. L – Learn: Learn the layout of the show. Review the floor plan of the exhibitors. Plan your appointments and item reviews by booth number to make the most efficient use of your time.

3. A – Analyze: Scrutinize the merchandise, compare comparative items. Examine prices and terms. Check the booths for new products and ideas.

4. N – Network: Encounter new manufacturers and products. Listen to the pros at the seminars and evening socials. Meet and share ideas with other university programers during the show.

Before arriving at the trade show

Pre-register for the trade show two to three months in advance. This is usually free, or at least cheaper than registering at the door. On site registration can waste one to three hours standing in lines. Book lodging two to three months in advance. Select a motel by getting a list from the Chamber of Commerce or the yellow pages in the phone book. Call to compare rates. Motels have several different rates for the same room. Ask for "business man's rate" or "show rate". Call the local outdoor program for recommendations. Ask other programers where they stay. Check several airlines and flights at different times of the day. If you're on a tight budget consider a "red-eye" flight. This flight leaves very late at night and arrives very early in the morning, is very inconvenient but cheap! Arrive the day before the show so you can be rested to begin the first day of the show. If you plan to arrive the day of the show and you have transportation, luggage, room, or show registration problems, you may miss 1 of the 3 days of the show. Plan one day to return. Trying to return the same day a show ends could make you miss the last day of the show.

During the trade show.

Dress professionally. To save money and time bring a cereal bowl and spoon, cereal, buy milk at a convenience store and have breakfast in your room. To save time and money stop at a convenience store for a sandwich, juice, and snacks to eat at the trade show (restaurants in the show do have food at two to three times the cost). Have plenty of business cards ready to hand out. Keep all of the business cards you are given by others in one place. On the first day walk up and down the aisles making brief stops only long enough to pick up catalogs, price lists and perhaps a very quick look at items. Make appointments for the next days. Get a general overview of the show. Note pads, pens, calculators and plenty of business cards, a comfortable, roomy, solid bag to carry catalogs, lunch and other items will be needed at the show. After spending eight to ten hours at the show, go where you can change clothes, relax for 10-15 minutes, eat dinner and then network with others to learn of items or prices; or study catalogs to develop a written list of questions for the rep the next day. Get some good sleep and repeat the process. After accomplishing your goals, check out the night-life and parties if you desire. If you write an order with a rep, have them fill out their order completely, listing all discount, delivery dates, payment dates with all calculations completely carried out. Make sure you get a copy.

After the trade show.

After returning home and taking care of things that have to be taken care of, go through the catalogs and business cards of others and throw s.
0ome away, file some, and use the rest to place orders. Create a file for that show and while the memories are fresh leave suggestions for next year.

Consider attending any relevant regional trade shows, especially "demo shows" to try equipment, before and after coming to the big one. Stay current by reading the trade magazines. Plan and play your cards right, and your next visit to a trade show can be financially, educationally, and programmatically beneficial and personally fun!

David J. Webb, CLP, has operated BYU Outdoors Unlimited since it's beginning 10 years ago. David has a B.S. and M.A. in Recreation Administration, Outdoor Education, and Community Education from Brigham Young University. He has been employed by the Ricks College Outdoor Program and has taught for the BYU Recreation Department, BYU PE Department, and BYU PE-Dance Department. He has served on both the NIRSA and the ACU-I Outdoor Recreation Committees 1988-91 and been an organizer of the 3rd, 4th, and 5th Outdoor Recreation Conferences. David has presented and published frequently, and is author of the Outdoor Recreation Program Directory & Data/Resource Guide. He is the first recipient of the "Leadership Award" presented at the 1990 national Conference on Outdoor Recreation. David has instructor certifications in windsurfing, rock/mountain climbing, rafting, skiing, etc. When he is not administrating or guiding, Dave enjoys spending time with his family, both in and out of the out-of-doors.

Conference Schedule

Thursday October 17

2:00 PM Conference Registration Opens - second floor lobby
4:30 PM Exhibit Hall opens - SUB Ballroom
5:00 PM Dinner in Exhibit Hall
7:00 PM Conference opens
Welcome to delegates by Dr. Hal Godwin, Vice-President for Student Affairs, University of Idaho
Keynote address: ***"Outdoor Recreation in a Crumbling Environment"*** by Dr. John Miles, Dean Huxley College of Environmental Studies, Western Washington University

Friday October 18

7:30 AM Conference Registration - second floor lobby
7:30 AM - 8:30 AM Continental breakfast - Appaloosa lounge
8:00 AM Resource room opens - Chiefs Room (open until 5:00 PM)
8:30 AM - 10:00 AM Educational session block #1
10:00 AM - 11:00 AM Coffee service in Exhibit Hall - SUB Ballroom
11:00 AM - 12:30 PM Educational session block #2

12:30 PM - 2:00 PM Lunch on your own. Exhibit Hall will be open.
12:30 PM - 2:00 PM
- Tour to Washington State University Outdoor Activities Center
- Tour to Northwest River Supplies

(both tours meet in the bus lane on Deakin Street for transportation)
1:00 PM - 1:30 PM UI Campus Tour (meet at New Student Services Office, SUB Main Floor)

2:00 PM - 3:00 PM Educational session block #3
3:00 PM - 3:15 PM Break
3:15 PM - 4:15 PM Educational session block #4
4:15 PM - 4:30 PM Break
4:30 PM - 5:30 PM Educational session block #5

5:30 PM - 7:30 PM Dinner on your own.
8:00 PM Mountain Visions slide/video presentation ***"Wild Idaho Visions"*** - SUB Ballroom

Saturday October 19

7:30 AM - 8:30 AM Continental Breakfast - Appaloosa Lounge
8:00 AM Resource room opens - Chiefs Room (open until 5:00 PM)
8:30 AM - 9:30 AM Educational session block #6
9:30 AM - 10:30 AM Coffee Service in Exhibit Hall
10:30 AM Exhibit Hall closes
10:30 AM - 12:00 PM Educational session block #7

12:00 PM - 12:30 PM UI Outdoor Program Tour (meet at Program Office, SUB Basement)
12:30 AM - 1:30 PM Conference lunch - SUB Ballroom
1:30 PM - 2:30 PM Full conference program - SUB Ballroom

2:30 PM - 2:45 PM Break
2:45 PM - 3:45 PM Educational session block #8
3:45 PM - 4:00 PM Break
4:00 PM - 5:00 PM Educational session block #9

6:00 PM Closing Banquet - SUB Ballroom
6:45 PM Keynote address ***"Enjoy Outdoors America"*** by Diana Garretson, Office of the Secretary of the Interior - SUB Ballroom
8:00 PM ***"Logan Run"*** film and talk with Jonathan Waterman - University Auditorium

Description of Educational Sessions & Meetings

Friday 8:30 to 10:00 AM

Interactive Media in Outdoor Recreation — Borah Theatre

Gary O. Grimm & Katy Flanagan, Mountain Visions, Boise Idaho

An overview of the multi-media resources for outdoor programs: Desktop publishing, audio-visual slide presentations, interactive computer programs and the educational uses of text, narration, photographs, graphics, sound, video music and computer animation.

New Student Wilderness Orientation Programs — Galena Silver Room

Dave Secunda, The Outdoor Network, **& Joe Yuska,** Lewis and Clark College, **& Bob Stremba,** University of Puget Sound

The Freshman Wilderness Welcome Program is a ten day orientation for incoming students at the University of Colorado. This session will provide an in-depth look at the program, including administration and preparation, staff training and documentation, logistics and costs, forms and paperwork, marketing, field activities and evaluation. The session will involve a multi-media presentation and plenty of time for questions and answers.

Technological Accountability — Galena Gold Room

Dave Wescott, Northern Arizona University

A philosophical examination of outdoor program rationale and an understanding of the appropriate technologies to make programs possible. If educational institutions are the conservators of what is not currently offered in society, then should recreation programs also reflect the ideas of being a conservator of traditional skills and ideas?

Toward a New Theory of Outdoor Leadership Style — Appaloosa Room

Simon Priest, Brock University - Canada

The Conditional Outdoor Leadership Theory (COLT), a new paradigm of leadership, will be presented along with research confirming the application of the model specifically to outdoor leadership settings.

High Risk Theater — SUB Ballroom

Steve Leonoudakis and **Bruce Wilson,** University of California-San Francisco

High risk theater is a way to add fun and an extra dimension of intensity and involvement to trainings ranging from first aid and emergency response to teambuilding and leadership. We will present a model for the design off roleplaying scenarios that allow participants to discover personal learning needs, to practice hard skills, and participate in interpersonal and group problem solving. We will discuss ways to prepare and set the tone for participant buy-in, manage the level of reality you wish to impart, and debrief a scenario to maximize learnings.

Friday 11:30 AM to 12:30 PM

Group Initiatives and Introduction Activities for Outdoor Program Trips — SUB Ballroom

Joe Yuska, Lewis and Clark College

Practical information on ice breakers, initiatives and other techniques in working with groups. Joe Yuska will facilitate some of his favorite methods to introduce people and encourage them to work as a team. The workshop is geared for folks who are starting out and would like to learn activities to add to their own "bag of tricks." Contribution of personal favorites from participants are welcome! Come dressed in comfortable clothes, shoes with good tread and be ready for the weather as we will go outside if possible.

Electronic Network for Outdoor Recreation — Borah Theatre

Gary O. Grimm, Mountain Visions-Boise

A description of how electronic networking allows individuals the capability to exchange low cost messages and how such a system is being developed for outdoor recreation.

Effective Buying Techniques for Outdoor Program Equipment—How I Saved $58,000 one week by spending $600 — Galena Gold Room

Dave Webb, Brigham Young University

A presentation on methods of obtaining low cost equipment from outdoor vendors and manufacturers and specific techniques of how to best deal with equipment sources. This program will show that specific techniques, magazines, and procedures can save money when buying from equipment wholesalers and manufacturers. Lists of free magazines used by buyers and sellers of equipment will be available to help you improve your buying skills. A five minute video showing a trade show and specific buying examples will familiarize you with opportunities that you may be missing. A question and answer session will conclude the presentation.

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"Why Johnny Can't Cooperate:" Cognitive Development and the Concept of Adequateness Appaloosa Room
Jim Fullerton, University of Nebraska
The results of a graduate project that measured developmental stage of participants in a "Project Adventure" style group initiatives course and its' application to those who work with groups.

Friday 2:00 PM to 3:00 PM

An Examination of the Safety Review Borah Theatre
John Kascenska, North Carolina State University
A means of determining whether program practices are appropriate. Safety management is an area of concern in the delivery of Outdoor Programs. The Safety Review is a part of safety management that can be utilized as a means for determining whether program practices currently in use are appropriate. The purpose of this workshop is to characterize the safety review process, describe the benefits, present approaches for initiating and planning for a review, and provide opportunities for workshop participants to reflect on the safety practices of their own outdoor programs.

Experience Based Training and Development: What is it? How do I get Started? Is it for me? Galena Silver Room
Tod Miner, University of Alaska
This will provide a snapshot of the state of experience-based training and development (EBTD) as we enter the 1990s. The presentation will be based on three recent research projects (one of which was done as part of a dissertation by this author) which examined how providers and/or practitioners defined the field, what they considered crucial to the field and the scope of EBTD. Questions to be examined include who are the clients and the environments that are being used, how is the methodology viewed from the corporate boardroom, and what do providers feel are factors crucial to successful interventions. Recommendations for further descriptive research will be made.

An Outdoor Computer System that Works! Five Years with a Computer System that handles Rentals, Registrations, Memberships, Climbing Wall Access Control and Accounting. Galena Gold Room
Alk Skrastins, University of Calgary
The development, costs and worth of a comprehensive computer system developed for the University of Calgary. For the past five years, the University of Calgary Outdoor Program Center has used a computer system for rentals and inventory control, for program registration and for climbing facility access control. The system maintains customer files and the terminals act as cash registers that are linked directly with the accounting system.

Implications of the Use of Myers-Briggs Type Indicator in Determining Leadership Styles: Part I Appaloosa Room
Jim Rennie, University of Idaho
A description of the Myers-Briggs Type Indicator. Participants will take the Indicator and learn which of 16 personality types they may fall within. A discussion will follow on the interaction and dynamics between each of the types. Participants will find the Indicator useful for a wide variety of employment and personal situations they may encounter. A second session will follow this where the implications of use of the Indicator in outdoor leadership situations will be discussed.

Friday 3:15 PM to 4:15 PM

Army Recreation Internship / Field Work Program Borah Theatre
Bob McKeta, Director of Army Outdoor Recreation Programs
A description of the program which focuses on summer internship opportunities available both stateside and overseas on military bases. This will be of particular interest to Recreation students. The presentation focuses on summer opportunities, responsibilities of students, responsibilities of recreation supervisors, how to make application and discussion on the role and importance of college intern coordinators.

State of Experience Based Training and Development: 1991 Galena Silver Room
Tod Miner, University of Alaska
Based on three recent research projects, the definition and scope of experience based training as perceived by practitioners is described.

Climbing Contests: A How To. Galena Gold Room
Scott Tyson, Idaho State University
Based on the success of the *Pocatello Pump*, information is provided on organization of climbing events, format, promotion and prize solicitation. Whether hosting a bouldering contest on natural rock or a lead climbing event on an artificial wall, this how-to session on will help you get your event off the ground.

Implications of the Use of Myers-Briggs Type Indicator in Determining Leadership Styles: Part II Appaloosa Room

Jim Rennie, University of Idaho

Following individual use of the Indicator in the previous session, we will discuss the application of this assessment tool in analyzing outdoor leadership styles in a variety of situations. Participants will gain a greater understanding of how their unique personality type impacts instructing, leading and collaborative activities in the outdoors.

Friday 4:30 PM to 5:30 PM

Western Canadian Wilderness: Programming Potential in the Mountains, Rivers and Coastal Waters of Alberta and British Columbia Borah Theatre

Alf Skrastins, University of Calgary

Highlighting the best locations for backpacking, mountaineering, river running, sea kayaking, telemarking, glacier ski touring and ice climbing in Western Canada. A slide show format will highlight the extensive opportunities for outdoor program that exists between Waterton (Alberta)/Glacier (Montana) and the Alaska panhandle/British Columbia border. Emphasis will be on how to get to these areas, logistical options, land management agencies and regulation of these areas.

Programming for Leadership Galena Silver Room

Dennis Johnson, University of California-Davis

A discussion of the development of programs to recruit and train potential outdoor leaders in the university outdoor program environment. How do you set up systems that get potential leaders involved in your program, that give them the technical skills they need to be competent leaders, and that assure they have the teaching and interpersonal skills to be a top flight outdoor leader. How to build into your system adequate rewards and challenges to assure the highest level of professionalism and maintain longevity in your leaders.

College Outdoor Program Administration Galena Gold Room

Ron Watters, Idaho State University

A session to look at a few selected techniques of administering an outdoor program: preventing burn-out, maintaining communication channels between staff, using university administration structures to your advantage, dealing with inadequate budgets, developing a climate for program security and promotion of outdoor programs. Participants will be invited to share ideas and techniques that have worked well in their own operations.

Environmental Program Planning Session Appaloosa Room

Tim Moore, Illinois State University

An interactive session designed to initiate environmental programs. The session will begin with a brief, open discussion on environmental programs that are currently being offered by conference participants. The open session will be followed by a small group brainstorming session. Ideas and plans generated during the session will be compiled and forwarded to session participants.

Friday 5:30 PM to 6:30 PM

Future Direction of the International Outdoor Recreation Conference. Borah Theatre

Jim Rogers, Illinois State University

How should future conferences be organized? Should we organize a new association, join another, stay the same? There will be a presentation and discussion of the pros and cons of ICOR future direction alternatives. The full conference follow-up to this session will be at 1:30 PM Saturday.

Saturday 8:30 AM to 9:30 AM

Outdoor Recreation Liability #1: Overview of Outdoor Law and Emergency Preparation Borah Theatre

James H. Moss, Attorney at Law, Denver

Hands-on training on how to prepare and handle emergencies that may become legal problems. Includes an overview of outdoor law.

Staff Development and Retention Galena Silver Room

Mark Cole and **John Gans**, National Outdoor Leadership School

This will be an interactive session discussing various aspects of staff development and retention, including training, evaluations and numerous incentives that can help elicit a longer term commitment from staff. This session will be targeted at university programs but can be tailored to meet other needs of those attending.

Whitewater Rafting Leadership — Galena Gold Room

Paul Green and Matt Chase, Eastern Washington University

The organization of whitewater trips, staff training, safety issues, environmental concerns and essentials of river leadership techniques.

The Experiential Model for Teaching Skills — Appaloosa Room

Steven Guthrie and Stephen Hutton, University of Nebraska

There is a substantial body of research on effective teaching of physical (motor) skills. The research demonstrates that some methods of teaching are more effective than others. The growth of beginning teachers can be accelerated through teaching these effective methods to them. In this session, participants are introduced to some basic theoretical concepts, and they are given a basic experiential model for effective teaching skills. The model is generalizable to most teaching/learning situations. These teaching methods are advocated by the Professional Ski Instructors (PSIA), The American Canoe Association (ACA), and the American Coaching Effectiveness Program (ACEP).

Rental Programs: Computerized Reservations Software (Apple) — SUB Main Office

Meredith Walker, Utah State University and **Brian Hetrick,** Idaho State University

A hands-on demonstration of rental equipment software programs for the Apple McIntosh. The programs have been written in HPER card and are very user friendly. The presenters have found the programs to be an inexpensive way to control inventory of equipment. (Note: Only 8 people may be accommodated at one time, this session will be held so participants can come in and out during the time it is scheduled. A second session will begin at 11:00 AM).

Saturday 10:30 AM to 12:00 PM

Outdoor Recreation Liability #2: Releases, Waivers and Paperwork — Borah Theatre

James H. Moss, Attorney at Law

This session will deal with paperwork: what's needed, what's not needed and how long it should be kept. Some paperwork can help eliminate lawsuits. In fact, courts in the 90's are accepting releases as a complete and total bar to a lawsuit. Making the proper preparations today can avoid problems later.

The Expanding Field of Outdoor Recreation: Creating Your Own Job — Galena Silver Room

Mike Ruthenberg, University of California-San Diego

Those with an interest in either starting an outdoor program at a college or university or expanding a present collegiate outdoor job will be the focus of this session. We will look at past examples and discuss successful techniques for convincing college administrators of the importance of outdoor programming.

Kayaking Instructional Techniques — Galena Gold Room

Dana Olson, Idaho State University

A program designed for the exchange of information and ideas among those teaching kayaking.

Outdoor Programming and Environmental Responsibility — Appaloosa Room

Tim Moore, Illinois State University

Organizations that offer outdoor recreation programs and services have a responsibility to the natural environment. This presentation will explore the environmental responsibilities of the agency, profession and program participants; the present lack of programming for environmental education or action; and the development, implementation and evaluation of environmental objectives.

Rental Programs: Computerized Reservation Software (Apple) — SUB Main Office

Meredith Walker, Utah State University and **Brian Hetrick,** Idaho State University

Discussion, demonstration and hands-on exploration of software available for outdoor equipment rental programs. (repeat session due to equipment limitations)

Saturday 1:30 PM to 2:30 PM

All Conference Session: Future Direction of the International Conference on Outdoor Recreation — SUB Ballroom

A report to the full conference on the alternatives developed in relation to the future direction of ICOR. Actions and plans may consist of the development of committees.

Saturday 2:45 PM to 3:45 PM

What you Need for Where you're Heading: How to Qualify for and Find Jobs that you want within the Field of Adventure Education Borah Theatre

Lisa Galbraith, Pacific Crest Outward Bound School
This will be a practical and fun hands-on workshop designed to highlight the skills that you bring with you and the skills that you will need to land the jobs that you really want. Recent information will be provided on who's hiring and what they're looking for, along with the profiles of recently hired staff and what they have to offer. We will focus on how to capitalize on your strengths as well as identifying problems when looking for the perfect internship and/or job position.

Growing an Outdoor Community Galena Silver Room

Steve Leonoudakis and **Bruce Wilson**, University of California-San Francisco
A discussion on ideas and strategies for the transformation of outdoor programs from a simple series of events and services into a thriving outdoor community fueled by cooperating energies. Most of us see ourselves as part of an outdoor community. But how many of us have considered developing our communities as a way to make our program grow and thrive? This presentation will look at ways to build your outdoor community and, in turn, allow you to build the program you want. Communities come together as a shared pursuit of values and needs. We'll discuss the motivations and needs of your participants, staff and other individuals like your boss, local business, land management agencies, and campus administration that impact your program—how to create a dynamic exchange of energies and resources that serve both them and the growth and security needs of your program. Presenters will discuss techniques for cultivating community: creating an open atmosphere, become a center for information, prioritizing social interaction, providing growth and development beyond hard skills, "soft bartering," generating a feeling of investment and ownership, and recognizing contributions to the community.

To Brief or Debrief Group Dynamics Activities Galena Gold Room

Howard Penn and **Cree Reilley**, University of California-Berkeley
This program is designed to facilitate ideas about how and when to brief and debrief initiative and group dynamic activities. It will focus on the role the instructor has in a group and how best to initiate these ideas into practical experience.

The Call of the Wild: Adventure Education in the College Curriculum Appaloosa Room

Barbara Klingman, Sam Houston State University
The place of adventure education in the higher education curriculum and looking at gaining more institutional support by closely tying the goals of adventure education programs to the core goals of the university. Does adventure education have a place in the higher education curriculum? Yes! There is renewed interest for college graduates to have more than just technical expertise. The emphasis is now on character development. I would like to share the results of my research in this area and solicit discussion about it. I believe we can strengthen the connection of adventure education with the core missions and objectives of higher education. The closer we can tie the goals of our peripheral programs to the core goals of the university, the more support they will receive.

Saturday 4:00 PM to 5:00 PM

Special Populations Outdoor Pursuits - Including Students with Disabilities Borah Theatre

Allen Adler, University of Lethbridge - Canada
An overview of the project, Special Populations Outdoor Pursuits (SPOP), and a discussion of practical ideas for the implementation of an outdoor pursuits program involving students with disabilities.

Developing a College Outing Program Galena Silver

Roland McNutt,
From information gained during a master's project and an on-site visitation survey of all known California outing programs, this session will discuss 15 sequential steps toward establishing and developing a college outing program. Examples of options and various methods will be presented.

Planning for the Next Conference Galena Gold
A meeting for those interested in the process of setting up the next conference. The decision for the conference site is based on a consensus of all those involved in this meeting. A college or university must be willing to host the conference and underwrite much of the event and it cannot be handled as a deliberate profit-generating enterprise.

An Investigation of the Environmental and Social Impacts of Rock Climbing Appaloosa Room

Aram Attarian, North Carolina State University
A description and discussion of the results of a recently completed survey that investigated the environmental and social impacts caused by rock climbers, will be presented.

Biographies of Presenters

Adler, Allen - He is the Physical Education Teacher/Education Specialist at the University of Lethbridge in Alberta, Canada. Physical activity programming for persons with disabilities is a major area of interest and he is the Canadian Coordinator of Project Active.

Attarian, Aram - An Assistant Professor in the Department of Physical Education and Recreation and an Adjunct faculty member in the Department of Parks, Recreation and Tourism Management at North Carolina State University, Raleigh.

Chase, Matt - He is the Director of the Outdoor Program at Eastern Washington University. He received his Masters in Outdoor Recreation from the University of Oregon. Besides his duties at the university, he also works as a professional river guide in Idaho.

Cole, Mark - Has been employed by NOLS since 1984. He worked year 'round as a field instructor for three years. Since 1987, he has been the Staffing Manager, overseeing the hiring, placement, and development of the more than 270 instructors who work at NOLS each year.

Flanagan Katy - She coordinated the Wilderness and Individual Freedom Conference in Oregon in 1974. She has held positions at the University of Oregon Outdoor Program and the University of Idaho Outdoor Program. In 1979, she organized Mountain Visions with Gary Grimm. Since then, she has been photographing, producing and presenting various multimedia projects in the Northwest.

Fullerton, Jim -

Galbraith, Lisa - She is a graduate of the Parks and Recreation Program at Western Washington University. From 1984 to 1991, she worked as a professional river guide, mountain and rock climbing instructor, professional ski patrol and contractor with private/public educational and community based outdoor programs. Currently, she resides on Mt. Hood and works at the Urban Program Manager for Pacific Crest Outward Bound.

Green, Paul - He has been a Professor of Outdoor Recreation at Eastern Washington University for 16 years. He teaches rafting and outdoor pursuits.

Grimm, Gary O. - He was the Coordinator of the University of Oregon Outdoor Program from 1967 to 1980 and has been a consultant on outdoor recreation, environmental and multimedia networking projects from 1967 until the present time. Currently, he resides in Boise Idaho and operates a multimedia company called Mountain Visions.

Guthrie, Steven - He is the Outdoor Program Coordinator at the University of Nebraska-Omaha. He received his Ph.D. from the university and has been an instructor-trainer for the PSIA and ACEP. He also is a certified instructor the ACA and the American Red Cross.

Hetrick, Brian - He is the Director of the Idaho State Wilderness Equipment Rental Center. A graduate in ecology, he has worked for the Idaho Fish and Game Department. He is an avid hunter and has worked as a horse packing guide.

Hutton, Stephen - He is the Outdoor Program Assistant at the University of Nebraska-Omaha.

Johnson, Dennis - He became involved with the University of Oregon Outdoor Program in 1968 while a graduate student in Economic History. He helped create an Outdoor Recreation major at De Anza College in Cupertino and taught in the program from 1973 to 1983. In 1983, he became the Director of Outdoor Adventures at the University of California-Davis.

Kascenska, John - He is a lecturer for North Carolina State University Department of Physical Education where he teaches outdoor pursuits. He holds a M.S. degree in outdoor recreation is currently a Ph.D. student at the College of Forest Resources at North Carolina State University.

Klingman, Barbara - She has an M.S. from Texas A and M University and an Ed.D. from the College of William and Mary in Virginia. Barbara is currently in her sixth year teaching at Sam Houston State University and is the coordinator for the recreation courses. Her interest is in adventure education and the effect of such programs on the character development of the participants. She has been working with various adventure education programs for the last eleven years.

Leonoudakis, Steve - He has been the Program Director for Outdoors Unlimited, a cooperative adventure program at the University of California-San Francisco for the past 15 years. He has designed and taught courses in canoeing, whitewater rafting, emergency response, leadership and instructor development. He also acts as staff relations consultant for the Campus Recreation and Arts Departments and is a lecturer in the Recreation Department at San Francisco State University.

McKeta, Bob -

McNutt, Roland - He is Coordinator of Adventure Outings at California State University-Chico and developed the Outing Program from 250 participant days in 1987 to 3,250 in 1991. He has a B.S. in Physical Education from the University of Florida, a B.S. in Environmental Studies from the University of California-Santa Cruz and an M.S. in Recreation Administration from California State University-Chico. He was previously employed in teaching, as a camp counselor and director, a raft guide and in environmental schools.

Miner, Tod - He is the Coordinator of the Alaska Wilderness Studies program at the University of Alaska-Anchorage. He recently served on the Steering Committee and as the newsletter editor for the Association of Experience-Based Training and Development. A doctoral candidate at Boston University, he is researching the effectiveness of EBTD for team building. He is the author of Safety and Experience-Based Training and Development in the August issue of the Journal of Experiential Education.

Moore, Tim - He is a sincere environmentalist and serves as the Assistant Director of Outdoor Programs at Illinois State University. In 1985, he received his B.A. in Leisure Studies from Iowa State University with an emphasis in Outdoor Recreation. He is currently working to complete his M.S. in Higher Education with an emphasis in student personnel programs from Iowa State. He has developed a variety of environmental programs at Illinois State and has served as the Chairman of the ISU-McLean County Earth Day Committee for the past two years.

Moss, James H. - A Denver trial attorney specializing in recreation risk issues. He currently represents a number of recreational risk insurers, recreation equipment manufacturers and outdoor guides and outfitters. He has written for Scouting Magazine and Outside Business Magazine and authored the liability section of the Outdoor Programmers Resource Guide. When he is not working, you can find him rafting, mountain biking or wishing he could still lead 5.10's.

Olson, Dana - She has supervised the kayaking program at Idaho State University since 1978. She is an ACA Kayak Instructor Trainer. In 1989, she managed and instructed in the Snake River Kayak and Canoe School in Jackson, Wyoming. She has worked as a guide and kayak instructor for a commercial outfitter on the Main Salmon River and has kayaked extensively in North America with trips to Europe and Costa Rica.

Penn, Howard - He has worked for the past eight years in outdoor experiential education and recreation programs across the U.S. including university programs, commercial companies and non-profit organizations. His specialities are youth-at-risk and corporate developed of which he was involved with Hurricane Island Outward Bound. Presently, he is working on special projects and marketing efforts at UC-Berkeley's Outdoor Program, Cal Adventures.

Priest, Simon -

Rambo, Masa - She is a Nurse Practitioner who designs and teaches course in leadership, emergency response and whitewater rafting for Outdoors Unlimited at the University of California-San Francisco. In addition, she has developed experiential models for teaching of community medicine for the UCSF School of Nursing and is a Ropes Course Facilitator with Pro Action Associates.

Reilley, Cree - She manages the rafting, backpacking and youth programs for Cal Adventures at UC-Berkeley. She has also instructed rock climbing, sea kayaking, sailing and waterskiing.

Rennie, Jim - He is the University Program Coordinator at the University of Idaho and the founder of the UI Outdoor Program in 1973. Jim has an M.S. in Recreation from the University of Idaho and serves as an adjunct faculty member in the Department of Recreation, College of Education. He was one of the three originators of the National Conference on Outdoor Recreation in 1984 and prior to 1973 worked with the University of Oregon Outdoor Program and Portland State University Outdoor Program. He currently is Chair of the Committee on Outdoor Programs for the Association of College Unions-International and has authored numerous articles in newspapers and magazines on outdoor recreation subjects.

Rogers, Jim - He has served as Program Coordinator for the Outdoor Program at Illinois State University for the past 17 years. He was instrumental in the introduction and adoption of outdoor recreation and programming within the National Intramural and Recreational Sports Association. He was involved in the conception of the first National Conference on Outdoor Recreation and presently remains involved with this conference. He is a fun-loving and all around good guy!

Ruthenberg, Mike -

Secunda, Dave - He is currently the Executive Director of the Outdoor Network and Associate Publisher of Trilogy Magazine. He is on the Board of Directors for the Association for Americans Outdoors, the Accreditation Team for the American Mountain Guides Association and the Steering Committee for the National Conference on Outdoor Recreation. He has served as the Program Director for the University of Colorado Outdoor Program and Course Director of Outdoor Leadership Training Seminars.

Skrastins, Alf - He started the University of Calgary Outdoor Program Center and has managed the program ever since. A qualified nordic guide, cross country ski and telemark instructor, Alf also enjoys river rafting, mountaineering and mountain biking. He has had numerous articles and photos published in a variety of books and magazines and is a former editor of Explore, Canada's magazine of adventure travel.

Tyson, Scott - He has directed the climbing program for Idaho State University's Outdoor Program since 1985. He has lead the push for an indoor climbing gym at ISU which should be built within the next year. In 1986, he founded the Pocatello Pump, a climbing competition which has grown into the largest of its' kind in the Northwest and the third largest in the U.S. He teaches beginning through advanced rock climbing and has climbed extensively throughout the west as well as in Canada, Alaska and South America.

Watters, Ron - He is the Director of the Idaho State University Outdoor Program. Prior to his work at the university, he owned and operated an outdoor equipment store in Pocatello. He has served on the Board of Directors of the American Whitewater Affiliation, worked as a contributing editor to River Runner Magazine and helped develop the first National Outdoor Recreation Conference in Bozeman. He has authored five books on outdoor topics.

Webb, David J. - He has operated the Brigham Young University Outdoor Unlimited Program since its' beginning 10 years ago. He has a Master of Arts degree, has served on both the NTSRA and ACU-I Outdoor Recreation Committees and has been an organizer of the 3rd, 4th and 5th Outdoor Recreation Conferences. He has presented and published frequently and is the author of Outdoor Recreation Program Directory and Data/ Resource Guide. David was the first recipient of the "Leadership Award" presented at the 1990 National Conference on Outdoor Recreation. He has instructor certifications in windsurfing, rock/mountain climbing, rafting and skiing.

Wescott, Dave - His background includes; Editor of the Bulletin of Primitive Technology, Board Member of the Society for Primitive Technology and Intermountain Wilderness Program Association, Director of Boulder Outdoor Survival School, Coordinator of the Leadership Training Initiative for IWPA affiliate programs and Convener of the Rabbitstick Rendezvous annual gathering.

Wilson, Bruce - He is Center Manager and Coordinator for climbing, kayaking and safety and first aid programs for Outdoors Unlimited at the University of California-San Francisco. He has developed a fully experiential wilderness advanced first aid training utilizing high risk theater both in the classroom and in the field, and is a ropes course facilitator for the Urban Outdoor Adventure Center in San Francisco.

Yuska, Joe - He is the Director of Student Activities and College Outdoors at Lewis and Clark College in Portland, Oregon. Lewis and Clark thinks it has the largest outdoor program of any college in its' size range in the nation and by the look of the statistics, it's true!

Conference Steering Committee Members

Jim Rennie, Conference Chair

Ron Watters, Informational Sessions

Dave Webb, Exhibits

Peter Williams, Workshops & Tours

Matt Chase, Workshops & Tours

Jim Rogers, Future Directions Committee

Conference Income / Expense Statement

INCOME		
Exhibitors	2250.00	
Ad in Conference Program	140.00	
Registration Fees	11830.00	
TOTAL INCOME		14220.00
EXPENSES		
Pre-Conference Tours:		
River Rescue Instructor Fees	1140.00	
Transportation to Pre-Conference Tours	195.50	
Equipment Rental	205.00	
Conference:		
Speakers & Travel Expenses	2073.00	
Facility Charges For Speakers	114.00	
Meal Charges	4816.40	
Photo work for Conference Program	23.40	
Printing	492.42	
Technical Crews and Projectionists	117.00	
Postage	530.94	
Supplies & Miscellaneous	411.74	
Registration Fees (Conference Services)	686.00	
Administrative Fees (Conference Services)	200.00	
Telephone (ISU & Conference Services)	67.22	
Conference Promotion	257.26	
Exhibit Hall		
Security (Idaho)	278.00	
Labor (BYU)	180.00	
Postage and Supplies (BYU)	159.00	
Telephone (BYU)	160.00	
TOTAL EXPENSE		12106.88
CONFERENCE FUND BALANCE		2113.12

List of Conference Participants

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